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ABSTRACT

This document presents data and findings from a study and review that analyzed how to effectively recruit and support a diverse population of teachers for California schools as they enter the 21st Century. Section 1 presents a review of California itself, its multicultural population and education needs, teacher candidate pipelines, and opinions on why minority students often enter college but do not complete degrees. Section 2 presents an overview of college programs that recruit diverse teachers and data on these gathered through surveys of their effectiveness. Section 3 looks at preparation programs that recruit diverse teachers including state programs, traditional and alternative programs, and national studies of effective programs. Section 4 covers elementary and secondary school programs for early identification of potential teachers. Section 5 examines teacher recruitment models from other states. Section 6 presents the research findings, which cover state need, lack of statewide planning, mixed data, commitment, programs that succeed, and advice to legislators and other policymakers. Section 7 tenders eight policy recommendations. Appendixes contain information on methodology, programs and locations visited, conference agenda, directory of state contacts in the para-educator recruitment program and teacher recruitment program, and a San Diego City School/Education Fund Teacher Education Scholarship Program Application package. Each section contains references. (JB)

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ED 390 800

TEACHERS FOR CALIFORNIA'S SCHOOLS IN THE TWENTY-FIRST CENTURY

EFFECTIVE RECRUITMENT AND SUPPORT PROGRAMS

CALIFORNIA COMMISSION
ON TEACHER CREDENTIALING

OCTOBER, 1994

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TEACHERS FOR CALIFORNIA'S SCHOOLS IN THE TWENTY-FIRST CENTURY

EFFECTIVE RECRUITMENT AND SUPPORT PROGRAMS

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October, 1994

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The California Commission on Teacher Credentialing appreciates the willing collaboration and hospitality of all these groups. Appreciation is also due to the teachers and principals who made the writer of this report welcome on campus and in the classrooms. Students on all these campuses were unfailingly courteous and interested in hearing of efforts to recruit future teachers from among their ranks. The students and faculty of Crenshaw High School Teacher Training Magnet were fun to be with, as were the students and faculty on the Hoopa Reservation and in the ITEPP Center at Humboldt State University. The Future Educators of America in Atlanta, Georgia provided the names of California affiliates and the staff of the South Carolina Center for Teacher Recruitment were very helpful in providing information and advice.

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FOREWORD

Most citizens of California would agree that the education we provide our children today is the cornerstone of California's success tomorrow. If groups of children are short-changed by what they experience in our classrooms and playing fields, the whole society will be undermined. The technologically complex society of the twenty-first century will recognize no barriers of race, gender or language in seeking a professional and competent work force to drive a state of more than thirty-five million citizens.

All teachers should be sensitive to, and knowledgeable about, the special needs of all of their students. Standards for teacher preparation programs set by the California Commission on Teacher Credentialing require that all future teachers take coursework in multicultural education, and have practical experience in multicultural classrooms. In addition, elementary and secondary school teacher preparation programs include teaching techniques that assist students for whom English is a second language.

In addition to fostering sensitivity on the part of all teachers, it is essential to involve teachers from diverse cultural backgrounds in classrooms, on the playgrounds and in faculty conference rooms. The presence of diverse cultural backgrounds among faculty and administrators in schools is important if many of the students are to be supported as they enter the unfamiliar culture of the school.

TEACHERS AS ROLE MODELS

Nearly 81 percent of California's teachers today are White. Only 19 percent represent all other cultural groups combined.[1] In 1990, 54 percent of California's schoolchildren came from under-represented groups; they are minorities no longer. By the year 2000 it is projected that 65 percent of our children will be members of groups heavily under-represented in the teaching profession.[2] In the interests of equity alone, there is an urgent need to augment the 7.5 percent of teachers who, in 1990, were Latino[3]; the 5.6 percent who were Black; the 4.1 percent who were Asian; and the 0.7 percent who were Native American. All our children need to see that skill in teaching is not limited to a particular cultural or ethnic group. Yet it is proving difficult to increase the diversity of the teaching force as indicated by the following report.

> *Blacks are finding employment in nursing, sales and other nonprofessional careers. Hispanics are entering professions, including teaching. However, the 1983 figures for Hispanic participation are so low that it will be a long time before even sizable rates of increases in the professions will mean adequate representation in the classroom.*[4]

The lack of teachers from under-represented groups has been identified in a policy study[5] as one of three important problems of teacher quality in the United States. The problems of quality are: representation, tested ability, and improving practice. The study points out that solving one of the problems will not necessarily solve either of the other problems. All three problems must be addressed concurrently in improving the teaching profession.

Representation of cultural diversity needs to be seriously addressed if teachers are to be seen as anything more than givers of information. A teacher is expected to stand as a model of what an educated person should be. In addition, teachers serve as *ex officio* parents and guides who impact the feelings and self-esteem of students. Students need a variety of educated role models, and they need to see all groups as contributors to the American dream.

> *Minority teachers provide role models that help build aspirations and raise self-esteem of minority students who see members of their own racial/ethnic groups contributing to a larger society.*[6]

Data quoted in a recent publication by the Tomás Rivera Center indicate that Latino teachers have a number of positive effects on Latino students.[7]

Positive Effects of Latino Teachers for Latino K-12 Students

- Lower Latino drop-out rates.
- Lower rates of grade-retention (fewer Latino students "held back").
- Higher Latino scores on standardized math tests.
- Higher Latino scores on standardized communication tests.
- Fewer Latino students placed in classes for handicapped pupils.
- More Latino students identified as gifted.
- Lower rates of corporal punishment, out-of-school suspensions, alternative education assignments, and expulsions of Latino students.

Public consciousness of the need to provide greater diversity in the teaching profession is increasing. On February 9, 1994, some 500 Latino young people met at the California Capitol to seek support for teaching that provides more relevance for Latino youth. A number in the group carried banners demanding more Latino teachers.[8]

In Poway, also in February, 1994, a local Filipino community representative was quoted as saying, "We always hear that Poway Unified wants to hire only the best. What does that say to our children that so few teachers are Filipino?" One of the Poway high school principals added: "A diverse staff means you have a number of different role models on your campus, and a number of different perspectives."[9]

This study analyzes official data related to diversity in the teaching profession in California. The analysis goes beyond the current supply of teachers and seeks to predict future supply from the pipeline of college programs that prepare individuals to be teachers in this state. The pipeline includes those currently enrolled in teacher preparation programs at colleges and school districts, as well as students enrolled in undergraduate degree programs that may lead to the teaching profession. The study also examines national trends which restrict the supply of under-represented students completing high school and gaining entry to college.

Sample Programs Selected for Detailed Review

Surveys were used to gather information about programs already operating in the state to recruit greater diversity into the teaching force. To illustrate the many diversity recruitment efforts in the state, examples of traditional and alternative teacher preparation programs were selected for detailed analysis.

Only a sampling of programs could be included in this study. For example, only three of the twenty California State University programs are included, as well as state college, private college and school district internship programs. Special programs to attract adults into a second career are reviewed, as well as those designed to help paraprofessionals in the classrooms gain the qualifications to become teachers. Attention has also been paid in this study to programs that seek long-term solutions. These include high school clubs that seek to interest young people in the teaching profession, and that help them select courses which will qualify them for college entry and to develop competence in basic skills.

The study also briefly looks at successful programs in other states, giving special attention to the South Carolina Center for Teacher Recruitment. Finally, findings of the study are summarized and recommendations are presented in Section 7.

STATEWIDE ACTION

In April, 1994, the Commission on Teacher Credentialing, supported by Recruiting New Teachers, Inc., responded to interest from school district and university leaders about the development of strategies to diversify the teaching profession in California. A Forum in Los Angeles was attended by more than fifty invited educators from school districts, counties, universities, colleges, and special programs, who discussed California's needs. The Forum was opened by the Secretary for Child Welfare and Education, Maureen diMarco. Keynote speakers were State Senator Teresa Hughes, Assemblymember Marguerite Archie-Hudson, and Los Angeles Unified School Board President, Leticia Quezada. Presentations were followed by panel discussions that highlighted statewide interest in future educator clubs in senior and junior high schools, the recruitment of paraprofessionals into the teaching force, the hiring of second career professionals, and university and alternative preparation programs to attract members of underrepresented groups into teaching. The Forum developed recommendations which were adopted by the Commission on Teacher Credentialing on June 3, 1994. These recommendations are included in Section 7 of this report. A full acount of the Forum is in Appendix 3.

Foreword Footnotes

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1 California Department of Education, Educational Demographics Unit, Program Evaluation and Research Division. (June, 1994). CBEDS. Sacramento, California.

2 Los Angeles County Office of Education. (July, 1992). Trends. Los Angeles, California.

3 The term Latino is used rather than Hispanic in this report. This follows the usage recommended by the Tomás Rivera Center in Resolving a Crisis in Education: Latino Teachers for Tomorrow's Classrooms, Raymond E. Castro and Yolanda Rodriguez Ingle (1993) in Reshaping teacher education in the Southwest. A Forum: a response to the needs of Latino students and teachers, p. 9. The Tomás Rivera Center, Los Angeles, California.

4 Samuel, Betty. (1990). New Strategies for producing minority teachers: technical report, p. 5. Education Commission of the States, 707 17th Street, Suite 2700, Denver, Colorado.

5 Holmes, Barbara. (May 17, 1989). Forum. Education Week.

6 Ibid.

7 Meier, K. (1993). Latinos and Representative Bureaucracy: Testing the Thompson and Henderson Hypotheses, quoted in insert on p. 6. Tomás Rivera Center, Los Angeles, California.

8 Sacramento Bee. (February 7, 1994). News item.

9 San Diego Union-Tribune. (February 7, 1994). News item.

SECTION 1

CALIFORNIA: A STATE OF VIBRANT DIVERSITY

MULTICULTURAL CLASSROOMS IN A MULTICULTURAL SOCIETY

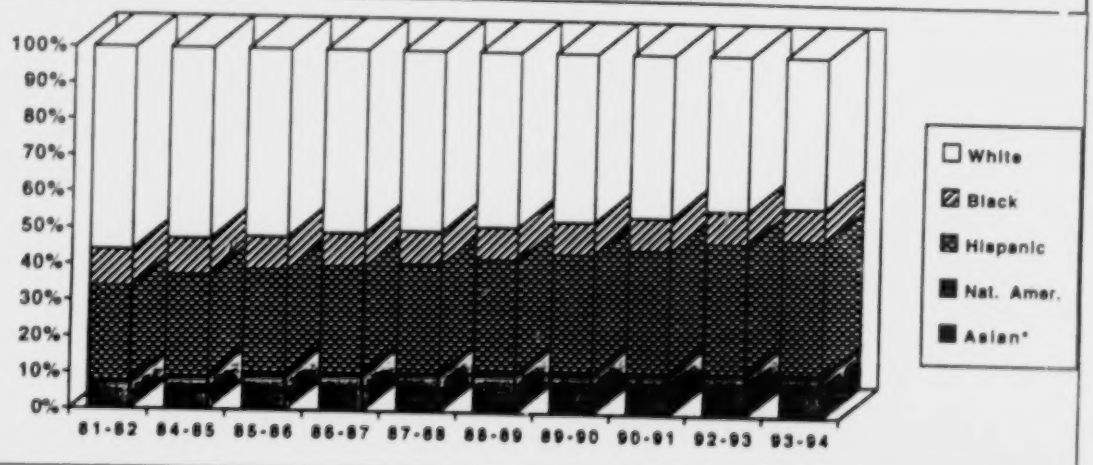
The ethnic representation of students in California's public schools has changed considerably in recent years. Data trends show these changes will continue into the foreseeable future. Increasing percentages of students will come from homes where the culture, and in some cases the language, are not the culture and language of the classrooms, nor of most classroom teachers.

Increased Diversity in Classrooms in the Near Future

The percentage of students from non-White groups in California's public schools has moved from 43.6 percent in the 1981-82 school year to 57.8 percent in the 1993-94 school year. This increase of 14.2 percent in underrepresented group students is matched by the 14.1 percent decrease in White students during the same time period. Display 1, below, shows the steady increase in underrepresented students in the classrooms. Particularly noticeable is the increase in Hispanic students, and at lower totals the increase in Asian students over the twelve year period. Black student enrollments declined for the first seven years of this twelve-year cycle, but have remained at quite a constant percentage over the last three years.

Display 1

Percentages of Students in California Public Schools by Ethnic Group 1981-82 through 1993-94[10]



*Asian includes Pacific Islander and Filipino

In some areas of the state the increasing in percentages of students from underrepresented ethnic groups are particularly large. Data prepared by the Los Angeles Unified School District illustrate this point (see Table 1). Although the actual numbers of White students in Los Angeles schools is predicted to increase, their percentage of the total enrollment is predicted to be only 20 percent by the year 2000. The Latino and Asian student populations in Los Angeles will show marked increases between 1990 and 2000. Latino enrollments will move from 51.8 percent of the total in 1990, to 57 percent of the total in 2000, while Asian student enrollments will increase from 8.3 percent to 9.8 percent.

Table 1

Percentages of Ethnic Groups of K-12 Students in Los Angeles County 1990 and 2000[11]

Ethnic Group	1990	2000
White	24.9%	20.0%
Latino	51.8%	57.0%
Black	12.3%	10.6%
Asian	8.3%	9.8%
Filipino	1.8%	1.8%
Pacific Islander	0.5%	0.5%
Native American	0.3%	0.3%

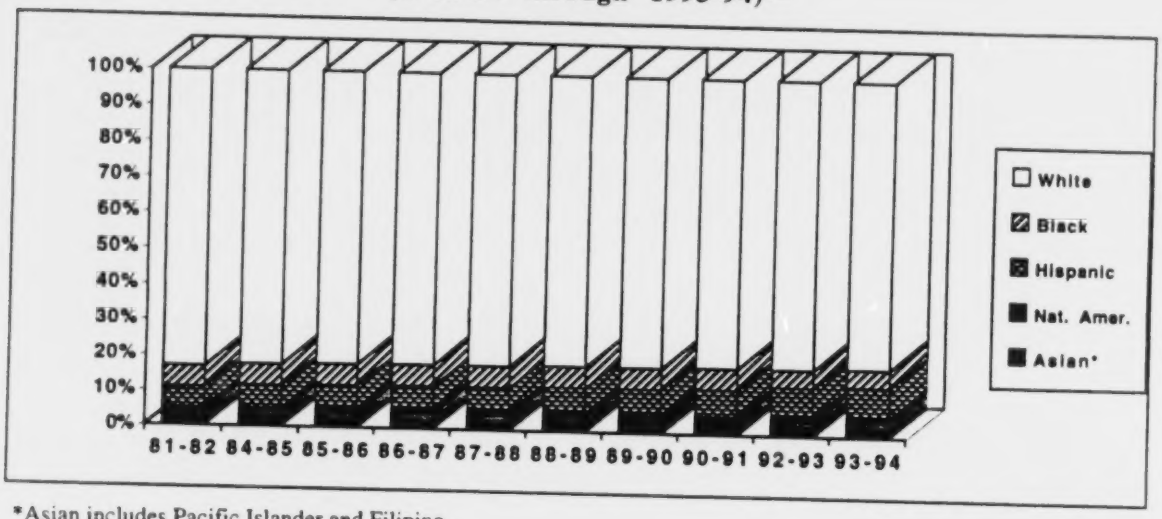
California's Current Non-Diverse Teaching Force

There is a large discrepancy between the percentage of underrepresented group members in the student population and the percentage of underrepresented group members in the teaching profession in California. The percentage of White teachers is little changed over the same twelve-year period since 1981-82. In the 1981-82 school year, 83 percent of the teachers in California public schools were White. In the 1993-94 school year nearly 81 percent of the teaching force remained White. Display 2 shows the percentages of teachers from each ethnic group for the years 1981-82 through 1993-94. Display 2 indicates that Hispanic teachers have increased from 5.9 percent of the teaching profession at the beginning of the period to 8.7 percent twelve years later. The percentage of Black teachers has declined from 6.2 percent in the 1981-82 year to 5.4 percent in the 1993-94 school year.

Display 2

Percentages of Teachers in California Public Schools by Ethnic Group

(1981-82 through 1993-94)[12]

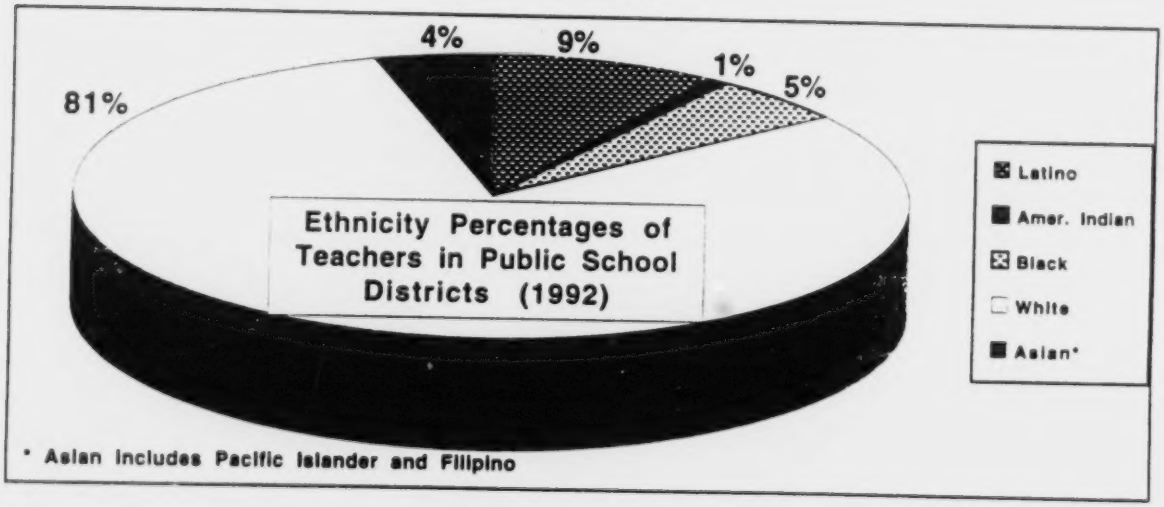


*Asian includes Pacific Islander and Filipino.

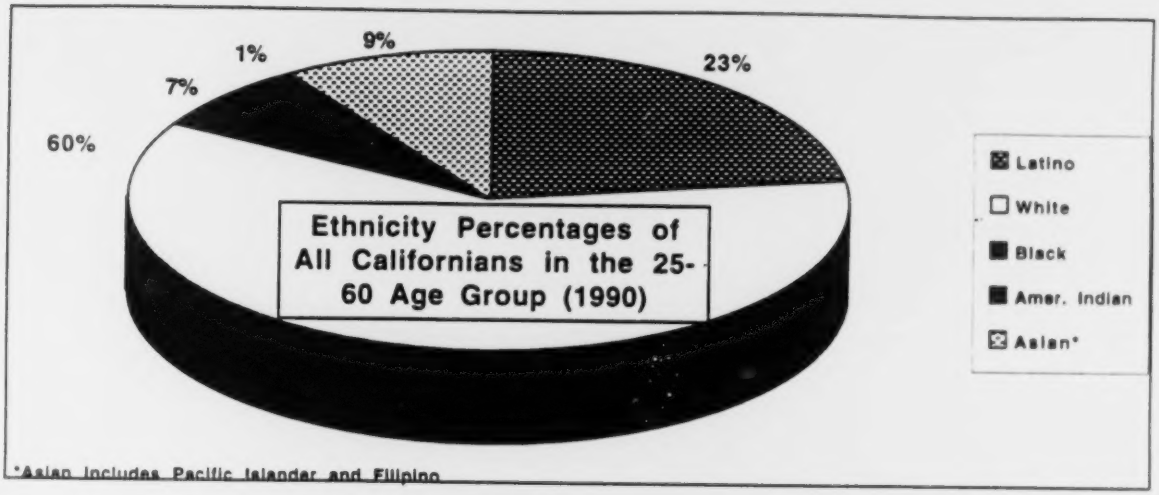
As it stands, however, all students will see fewer, not more minority teachers in the near future, which means that minority students will not interact with or observe minorities in the role of professional, visible, positive adults.[13]

A Comparison of Ethnicity Distributions for Teachers and Californians in the 25-60 Age Group

Display 3(a)[14]



Display 3(b)[15]



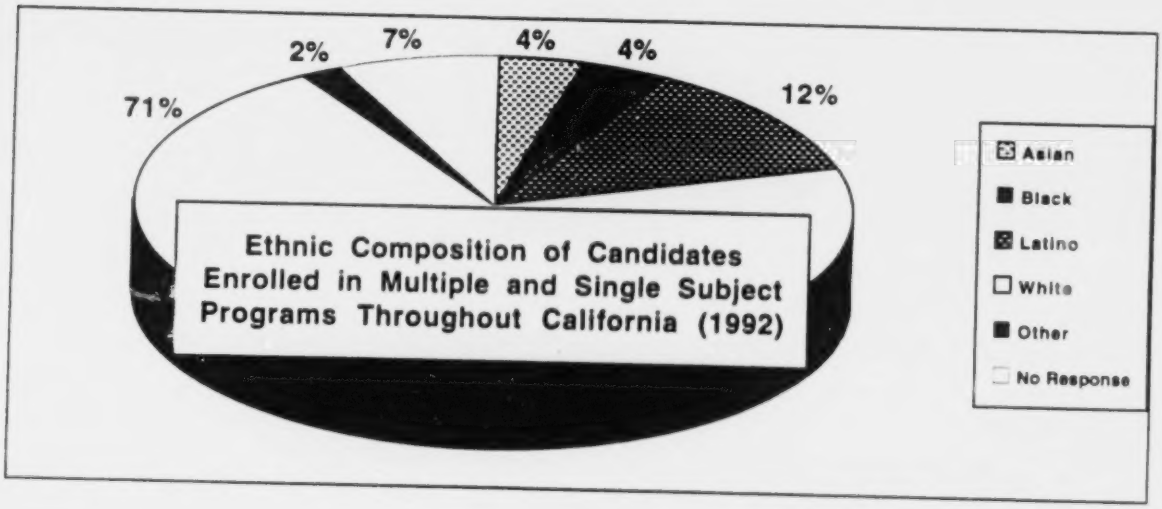
CREATING A PIPELINE OF POSSIBLE TEACHER CANDIDATES

In the 1991-92 year, the California State University campuses recommended 70 percent of the elementary and secondary teachers who were prepared in California. The independent and private schools recommended 25 percent, and the University of California recommended just under 5 percent. All of the college and university systems attempted to increase the proportion of credential candidates from underrepresented groups. As a result, there was a modest increase in Latino candidates enrolled in most Multiple and Single Subject Teacher Education Programs in California during 1992. During this particular year there was little improvement in Black or Asian representation in teacher preparation programs, however.

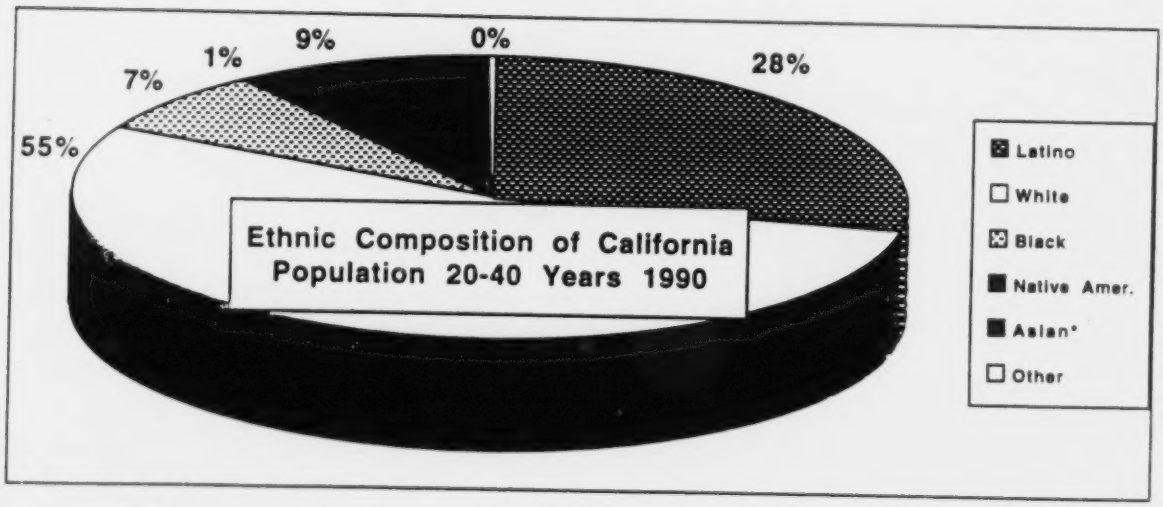
A comparison of Displays 4(a) and 4(b), on page 247, shows that underrepresented groups are a small percentage of teacher candidates compared with their representation in the total population within the 20-40 age range. Twelve percent of the teacher candidates were Latino in 1992, compared to a 28 percent Latino share of the total population of adults, age 20-40 years in 1990. Similarly, four percent of teacher candidates were Black in 1992, compared to seven percent in California's 20 to 40 year old population in 1990. Four percent of the candidates for teaching were Asian in 1992, while nine percent of California's population in that age range was Asian in 1990. The age range of 20-40 was chosen because most teachers enter the teaching profession during those years.

A Comparison of Ethnicity Distributions for Teachers and Californians in the 20-40 Age Group

Display 4(a)[16]



Display 4(b)[17]



Entry into Teacher Preparation Programs

All K-12 students are expected to learn the basic skills of reading, writing, and mathematics. In the early 1980s legislators and the media became concerned that a major reason for the failure of many K-12 students to learn basic skills was the lack of proficiency in these skills on the part of some new teachers. Legislation was passed in several states, including California, to require that candidates for teaching credentials pass a test of basic skills before being granted a credential. The required test in California is the California Basic Educational Skills Test (CBEST).

The CBEST yields a profile of scores in reading, writing, and mathematics for each prospective teacher. Scores can be useful as a diagnostic tool to identify areas of strength and weakness in each prospective teacher's basic skills. With this information, credential candidates can learn about the areas in which additional coursework and study are needed. Prospective teachers are allowed to repeat the exam as often as necessary. Display 6 shows the percentages of each ethnic group who repeated the exam after failing to pass it initially.

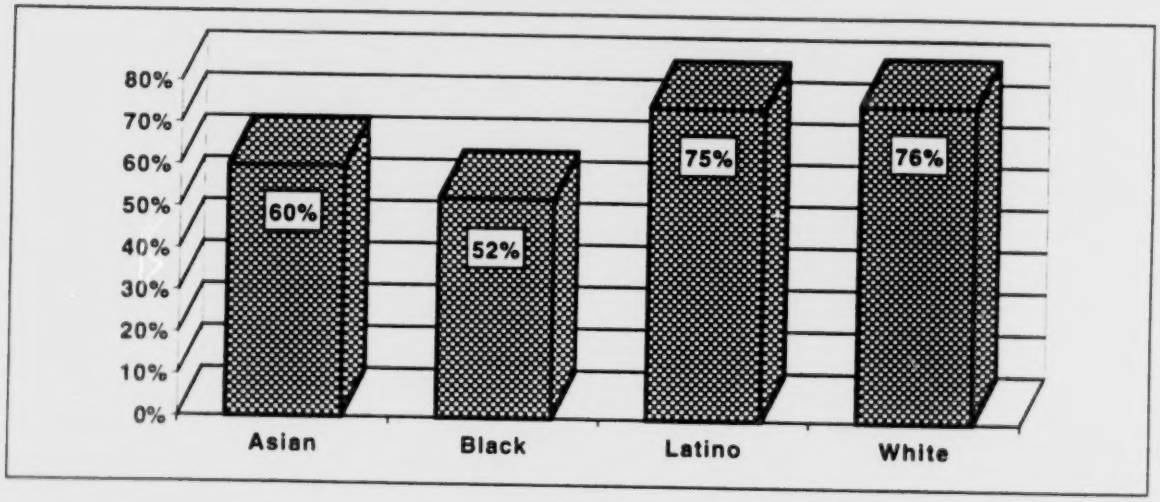
Display 6 shows that for every four Latino examinees who do not pass the CBEST on their first attempt, three take the exam again. Sixty percent of Asians who need to do so also repeat the exam. The CBEST is repeated by only 52 percent of the Black examinees who do not pass on their first try.

The cumulative passing rates of these ethnic groups on the CBEST are shown in Display 7. Eighty-six percent of all Latinos pass, including those who do so initially as well as those who do so on subsequent tries. Similarly, 84 percent of all Asian examinees pass the CBEST. This exam, then, prevents 14 percent of Latinos and 16 percent of Asians from qualifying for teaching credentials.

Display 5

Repeater Rates of Selected Ethnicities on the California Basic Education Skills Test (CBEST)

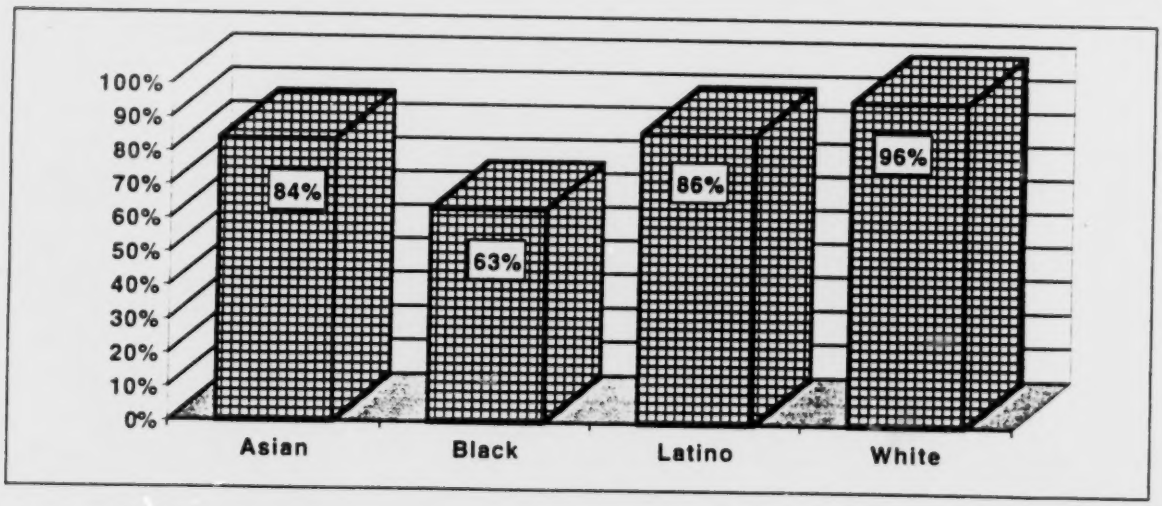
1985 Examinees[18]



Display 6

Cumulative Passing Rates on the California Basic Education Skills Test (CBEST)

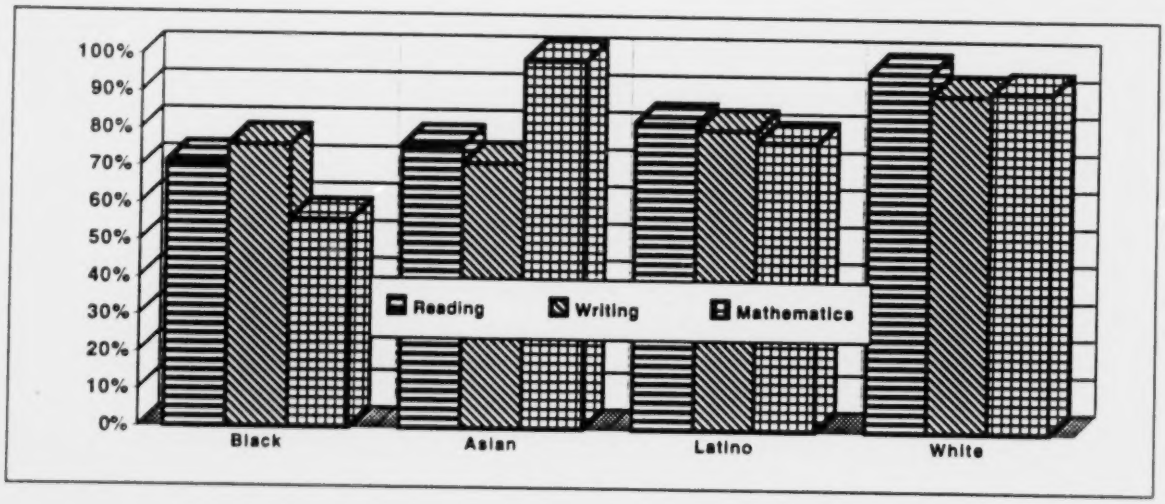
1985-92[19]



Cumulative CBEST passing rates are lower for Black examinees, 63 percent, than for Asian and Latino candidates, as Display 6 shows. To a considerable extent, the lower passing rate for Black candidates is attributable to the fact that a smaller proportion of Black examinees use the diagnostic test results and later repeat the exam, as shown in Display 6. Further explanation of the lower pass rate among Black examinees can be found in Display 7, which shows how well the ethnic groups do on the three parts of the CBEST exam.

Display 7

California Basic Education Skills Test (CBEST)
Cumulative Passing Rates of First Time Examinees in Reading, Writing, and Mathematics
1985 Examinees[20]



Display 7 shows that Latino examinees, as a group, are equally proficient in reading, writing, and mathematics skills. Asian examinees, on the other hand, are the most proficient groups in mathematics, but they are least proficient in writing. For Black examinees, the profile of proficiencies is the reverse--this group's greatest proficiency is writing, but its poorest performance is in mathematics. If we look at Displays 5, 6, and 7 together, it becomes clear that all ethnic groups would achieve passing rates above 80 percent if Black examinees used the diagnostic results, improved at mathematics, and repeated the exam in the same proportions as other ethnic groups.

EARLIER IN THE PIPELINE: UNDERGRADUATE DEGREES

Low entry rates of underrepresented students into college and higher drop-out rates during college create major gaps in the pipeline for prospective teachers. In California, teacher candidates complete a program of study in the discipline in which they will teach. Data about students' degree majors is indicative of the pool from which many future teachers are likely to be drawn. For this study, data were examined for undergraduate students in the teaching areas of mathematics, biological sciences, physical sciences, English, social sciences, and liberal studies.

Low percentages of Latino, Black, and Native American students in the majors shown in Table 2 will restrict the numbers of underrepresented students able to enter teacher preparation programs. Few students from underrepresented groups, with the exception of Asians, are earning degrees in mathematics, science, or English. The prospects in liberal studies (the major which qualifies most elementary teachers) and in the social sciences are somewhat better. The large pool of Asian students in several disciplines appears to be a promising resource for the teaching profession. Comparatively few Asian graduates have chosen to enter the teaching profession in past years, however.

Table 2

Ethnic Distribution of Students in Selected California Bachelor's Degree Programs

July 1, 1991 - June 30, 1992[21]

	White	Latino	Black	Asian	Native American
Mathematics	66%	9%	3%	22%	1%
Life Sciences	57%	8%	3%	32%	1%
Physical Sciences	73%	5%	2%	19%	0%
English	80%	9%	3%	7%	1%
Social Sciences	70%	12%	5%	12%	1%
Liberal Studies	79%	12%	3%	5%	1%

Table 2 shows that in liberal studies and social science, 12 percent of all university students in California are Latino students. Since many of these Latino students will surely enter professions other than teaching, the prospects for expanding the proportion of Latino teaches are not strong. Even poorer prospects appear to be possible for increasing the proportion of teachers who are Black, because no more than 5 percent of the undergraduate students in any degree program are Black students.

Expanding the Overall Numbers of Teachers from Underrepresented Groups

Future teachers from underrepresented groups must be found either by a major broadening of the traditional "pipelines" leading to entry into higher education, or by seeking qualified graduates from other professions where basic degree qualifications have already been gained.

The supply of teachers (bilingual) can be increased by focusing on the youths in the populations being addressed. This group provides a large potential pool from which to draw candidates if incentives can be developed and training opportunities made flexible enough to accommodate potential candidates' needs and abilities.

Students need to be motivated early enough during their years of academic preparation to consider the rewards of teaching itself and teaching LEP students, whose academic success is important to California's future. Few programs exist to accomplish this task. Although Hispanic and Asian-American students initially have a cultural respect for teachers and the teaching profession, this feeling rarely survives these students' school experiences and pressure from peers and the enticements of jobs that pay more than teaching does. Nevertheless, early recruitment has not been explored fully as a way to increase the future supply of teachers for bilingual classrooms.[22]

One productive approach is to seek members of underrepresented groups who hold Bachelor's Degrees and have been employed in aerospace, the military services, or other technical fields that are shrinking in size. Another approach is to recruit individuals who already serve in paraprofessional positions in education and who may, if provided with support, complete degree programs. Programs that are pursuing these approaches are described in Section 3 of this report. First, however, there is a need to examine the experiences of high school and college students from underrepresented groups.

A SERIES OF HEMORRHAGES

Students Who Enter College, But Do Not Graduate
A Nationwide Problem

A recent nationwide study showed that the national rates of degree completion by Latino, Black, and Native American students were considerably lower than for White and Asian students. Of the students who had gained entry to college, the degree completion rates for freshmen who entered colleges and universities in 1985-86 were:[23]

- 61 percent of Asian students;
- 56 percent of White students;
- 41 percent of Latino students;
- 33 percent of Black students; and
- 31 percent of Native American students.

Although comparable data for California students are not available, there is no reason to suppose that these national data do not apply to California.

High School Graduates Who Do Not Enter College

A recent study by the College Board found that high school students who have successfully completed courses in algebra, geometry, laboratory science, and foreign languages are more likely to attend college than students who have not taken these courses in high school.

Students who take geometry are approximately twice as likely to attend college as those who do not. Seventy-one percent of the students in the lowest income group who take geometry attend some college within four years of high school, while only 36 percent of those who do not take geometry do so. – – – This finding is true regardless of race or income.[24]

> *If minority high school seniors cannot score adequately on college entrance exams, they cannot enroll in teacher preparation programs. If they enroll in college, but cannot score well on tests designed to weed out the academically unprepared from teacher preparation programs, they will be forced to leave school or major in something other than education. If they are unprepared (when they enroll in college), the college experience will be highly frustrating, and they will leave for other opportunities which seem to offer more reward.*[25]

It seems likely that college success relates directly to curricular choices made as early as the ninth or tenth grade of high school. Why do so few students from underrepresented groups take the necessary courses in high school? Perhaps many promising teachers could have come from the ranks of students from underrepresented groups who drop out of school early or who take "soft option" courses. Two individual examples indicate where some of the problems may lie.

The following extract is from a California daily newspaper.

> *Her new counselor assigned her to 'bonehead' classes. "She wasn't getting enough homework," says her mother, Vivian Newell, 40. "So I went back and insisted that Kerry go into more challenging classes. I found out later that the counselor defended his action by saying that she talked 'country'." Kerry's accent did not prevent her from earning straight A's through her middle school and high school years, taking honors classes all the way.*
>
> *And on June 16, Kerry, 17, will go from 'talking country' to addressing her graduating class at Rio Linda High School as its first Black valedictorian.*[26]

In a second California case, the Commission staff interviewed Lorencita, a Native American high school senior. Lorencita had earned excellent grades and was at the top of her high school graduating class. Yet she was refused entry to several colleges of her choice because she had taken Business English and 'regular' mathematics classes, and had not studied a second language, although she spoke Spanish. Neither Lorencita nor her mother knew enough about the school system to question the class placements she had been assigned by her school.

High School Drop-Outs

Another category of students who cannot enter the teaching profession consists of those from underrepresented groups who drop-out before completing high school. When students drop out of school because of financial problems, poor academic progress, or lack of incentives to stay in school, they cannot proceed to higher levels of education. Among this group are students who could otherwise regard teaching as an attractive career.

> *The drop-out rates for LEP students in the lower grades and in higher education reflect the larger issue of the educational system's inability to retain and motivate students to prepare for careers such as teaching. The problem is exacerbated by the lack of academic success in the early grades. . . .most minority students at community colleges are often not prepared to transfer to UC or the CSU system. If they do, they are less likely to graduate than are other students who began as freshmen in four-year institutions.*[27]

Deeper Social Issues

In a study of Black student eligibility to enter University of California campuses the authors of the study state that:

> *What happens in schools, however, represents only one set of issues among a variety of factors that affect eligibility. The cognitive and communicative competence of black students (particularly those from low income families), their preschool socialization, their perception of life chances beyond schooling, their self-esteem, their parents' and their own orientations toward schooling, as well as the issue of effective schooling itself, including the cultural orientation of the school and the social and material resources of the schools that serve black youth, are prominent among these factors.*[28]

It is clear that many young people do not see school as a way to progress:

> *As they grow up, many black youth, perceiving the demands of the job market as beyond their expectations, choose to limit the time and energy invested in school work, assuming that education will have little effect on their life chances.*[29]

Schools must assume a special role if these young people are to be retained in the only avenue accessible to them for job advancement:

> *Within each school, social relationships need to be mobilized with sensitivity in order to create an effective climate for learning. Teachers and principals need to adopt a non-adversarial work style within the school and an open relationship with students' families and other members of the community. The latter is of particular significance.*[30]

This study illustrates the complex array of conditions that affect the college eligibility of young people from several underrepresented groups. Achieving greater diversity in the teaching profession may prove to be extraordinarily difficult until these conditions change in the United States.

Charting the Hemorrhages

It would be instructive to develop data profiles to record the progressive "dropping-out" of students from elementary through university programs, but the lack of a consistent data base between levels of education in California makes such a study very difficult.

California educational data are provided by the:

- California Department of Education for students in the K through 12 system; (CBEDS);
- California Postsecondary Education Commission for college and university enrollments;
- California Commission on Teacher Credentialing for enrollments in college teacher education programs; and
- California State University System for enrollments in CSU teacher education programs.

Each of these systems uses slightly different classification systems, which makes it virtually impossible to trace students longitudinally through their education careers.

Section 1 Footnotes

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SECTION 2

OVERVIEW OF COLLEGE PROGRAMS THAT RECRUIT DIVERSE TEACHERS

A survey was conducted to identify initiatives to recruit diverse candidates into the teaching profession at California college campuses. Responses to the survey were received during March, 1992. The campuses that responded received a follow-up survey in January, 1993, to determine the effects of funding cuts on recruitment programs. A third survey was sent to California State University Teacher Diversity Programs in May, 1994, and sought information on possible increases in enrollment of underrepresented groups between 1989 and 1994.

First Survey of Teacher of Education Programs

In March, 1992, surveys were mailed to deans of education and directors of teacher education programs at all of the California State University (CSU), University of California (UC), and independent college campuses that have approved teacher education programs. All 20 CSU programs and all six University of California programs responded within the time frame. Among the 46 independent colleges, 28 responded.

The survey contained nine questions. The first four explored campus-wide activities to recruit teacher candidates without regard to diversity. The last five questions asked for details of efforts by education units to recruit students from under-represented groups into Multiple or Single Subject Programs. (A copy of the survey is provided in Appendix 1.)

Audiences of Recruitment Programs

Most of the 54 responding institutions try to recruit students already enrolled on the campus into teacher preparation programs. Their efforts include: regular student informational meetings (91% of the institutions), mailings to targeted groups (54%), notices posted around the campus (74%), and work with student organizations (50%).

Ninety-eight percent of the 54 institutions also recruit candidates from outside the campus into elementary and secondary teacher education programs.

- Fifty-seven percent of the institutions pursue outreach and recruitment activities for career change professionals.

- Thirty-two institutions have outreach programs to interest school paraprofessionals in gaining teaching credentials.
- Thrity-two campuses make special attempts to contact high school students.
- Nine campuses make contact with middle and junior high students.
- Eight institutions reported recruitment activities with elementary school students.
- Eight campuses recruit military personnel into teacher education programs.

Collaborative Outreach Programs

Seventy-nine percent of the campuses reported collaborative teacher candidate recruitment efforts with other institutions or organizations.

- Public School Systems. Twenty institutions collaborate with public schools on teacher recruitment efforts, 30 work with school districts, and 18 with county offices of education.
- Community Colleges. Eighteen of the 20 CSU campuses collaborate with community colleges, as do all UC campuses and nine of the independent institutions.
- Private Businesses. Ten institutions reported they have some collaboration with businesses and corporations. Little private foundation support specifically for teacher preparation programs was reported.

Recruitment into Teacher Shortage Areas

The major target areas reported by the colleges for their recruitment programs are the areas of greatest shortage.

- Eight CSU campuses, 4 UC campuses, and 5 private institutions make special efforts to recruit students into mathematics teaching.
- Six CSU campuses, 3 UC campuses, and 7 private instituions make efforts to recruit students into science teaching.
- Twelve CSU campuses, 5 UC campuses, and 5 independent campuses make special efforts to recruit candidates into bilingual/crosscultural teacher education programs.

Recruitment Task Forces

Seventeen of the CSU campuses and all of the UC campuses have formed task forces to recruit diverse candidates into teacher preparation programs, while 15 of the independent college campuses reported such activities. The task forces report to various authorities on campuses, with the largest number reporting to the dean of education. On several campuses, task forces report to the vice chancellor or to the dean of students.

Special Policies

The majority of state institutions have adopted special policies and procedures to attract, admit, or support candidates from underrepresented groups into teacher education programs and 12 independent colleges also use special procedures and support programs.

Support Programs

Most of the institutions offer tutoring for tests, mentoring, scholarships, or peer counseling for students. The most commonly mentioned support is coaching in basic academic skills (CBEST).

Impact of Recruitment Efforts

When asked to discuss the outcomes of special efforts to recruit students from underrepresented groups into teacher education programs, most education units reported modest increases in the enrollment of such students. The units have made a beginning in such practices, and they expressed enthusiasm about their efforts to recruit teachers. Further support of teacher recruitment programs is needed.

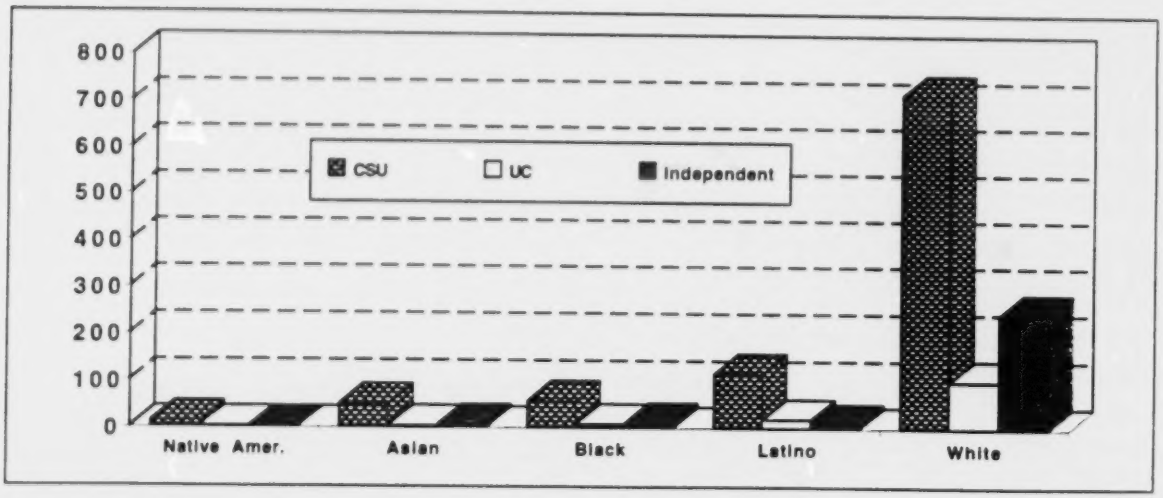
Faculty Diversity

Like K-12 students, collegiate candidates for teaching credentials may benefit from ethnic diversity among the faculty who teach their courses and supervise their fieldwork. The survey requested information about the percentages of professors from underrepresented groups who have been hired on a full-time basis in techer education programs. Display 8(a), below, shows the full-time faculty by ethnic grouping in teacher education programs in all three university systems. Latino faculty comprise 12 percent of CSU, 14 percent of UC, and 3 percent of independent college education faculty. Black faculty members comprise 6 percent of the teacher education faculty at CSU campuses, 5 percent at University of California campuses, and 3 percent at independent colleges. Asian professors comprise 5 percent of the CSU teacher education faculty, and 2 percent of the teacher education faculty at UC and independent colleges. Schools of education have few full-time Native American, Filipino, or Pacific Islander professors.

Display 8(a)

Ethnic Distribution of Full-Time Faculty in Teacher Education Programs in California IHE Systems

1992

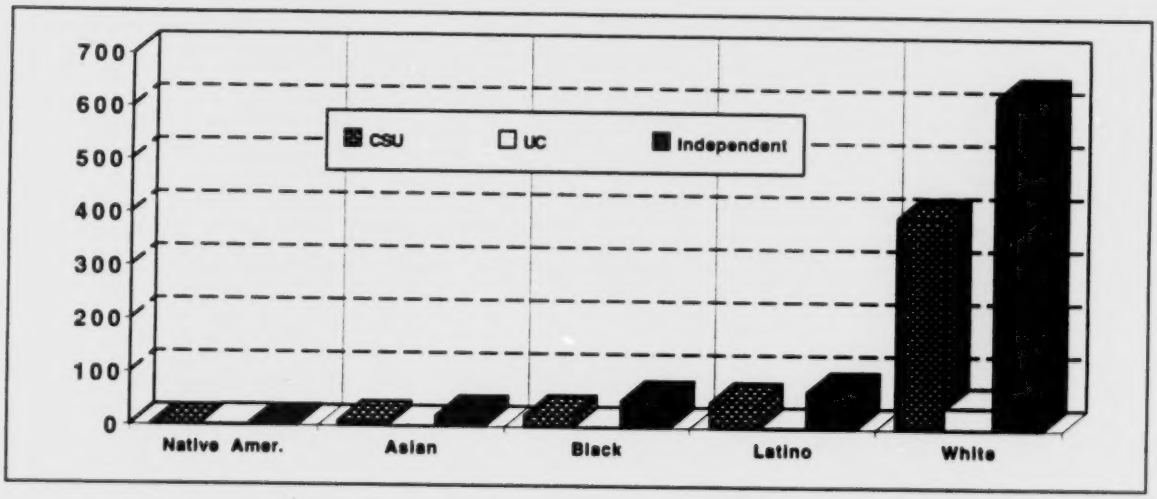


Institutions have more flexibility in recruiting part-time instructors because upervisors of student teachers are not required to possess doctoral degrees and are not recruited on a nationwide basis. These factors should broaden the pool and provide opportunities for institutions to ensure greater diversity in their part-time faculties.

Display 8(b)

Ethnic Distribution of Part-Time Faculty in Teacher Education Programs in California IHE Systems

1992



Despite the advantages of greater flexibility in selecting part-time faculty members, Display 8(b), above, shows that no more than seven percent of the part-time teacher education faculty in any university system is comprised of underrepesented groups. Native American, Filipino, and Pacific Islander instructors are rarely found among the part-time faculty, and only two percent are from Asian backgrounds. The CSU campuses report five percent Black part-time instructors, UC campuses reported none, and independent colleges reported 11 percent. Latinos make up 11 percent of the part-time instructors at CSU campuses, two percent at UC campuses, and 13 percent at independent colleges.

Follow-up Survey of Teacher Education Programs

In January, 1993, a follow-up survey was mailed to the deans of education and directors of teacher education programs who had responded to the survey the previous May. (A copy of the second survey is in Appendix 1.) The aim of the second survey was to determine if the previous year's budget problems had caused changes in the recruitment of underrepresented candidates into the teaching profession. Sixteen institutions (22%) responded, seven from the California State University campuses, four from University of California campuses, and five from private campuses. Their responses indicated that the financial exigencies of the state were not a major deterrent to specific institutional efforts to recruit diverse candidates into teacher preparation programs during the 1992-93 academic year. However, the cumulative effects of budget cutbacks are likely to be felt eventually as programs lose faculty members and can provide fewer places for all teacher preparation candidates.

Key Points Made by Respondents in Follow-up Survey (1993)

- No program reported a reduction in funds for teacher diversity or other related programs during the previous year.
- A number of campuses reported a waiting list for entry to programs. At several California State University campuses, reductions in course offerings resulted in some students having to wait longer to enroll in the classes they need to complete their programs. Remaining at college longer often adds to the students' financial burdens.
- Institutions continue to identify students' low GPA scores as a barrier for underrepresented groups seeking to enter teacher preparation programs.
- When asked to identify the key need in order to recruit more diversity into teaching, the majority of institutions mention financial support for students. Private institutions report fees for completion of teacher education programs ranging from $6,000 to $12,000. At University of California campuses fees range from $2,300 to $3,450 with student housing requiring additional fees. California State University program costs range from $1,300 to $2,000 depending on whether the programs require two or three semesters to complete.

Follow-up Survey of Teacher Credential Programs at CSU Campuses

To update this study prior to its release, a short additional survey was mailed to California State University campuses in May, 1994. The primary purpose of this survey was to obtain current data from the system that produces about two-thirds of university-recommended new teachers in California. Surveys were sent to all twenty campuses of the CSU, and responses were subsequently received from nine campuses.

Several tentative conclusions may be drawn from the responses to the third survey. The first tentative conclusion is that data about Teacher Diversity Programs have to be viewed in the long-term because the programs include members of high school and junior high school clubs for future educators. Current club enrollments may not give a true indication of how many of the club members will eventually choose to enter the teaching profession. Nevertheless, it may be assumed from national programs, such as that in Dade County, Florida, that over the course of several years greater diversity in the teaching force is likely to be gained as a result of these K-12 future teacher clubs.

Other members of Teacher Diversity Programs are students at community colleges or in their junior or senior year at a four-year college. It is impossible to predict how many of these program participants will become teachers. However, the figures give indications of likely future movement into the teaching profession.

In responding to this survey, one large urban campus reported 54 students in its Teacher Diversity Program. These students include 10 current credential candidates, 10 undergraduate students, 20 high school students, and 14 middle school students. Another campus noted that the members of its Teacher Diversity Program include teacher aides, undergraduate students in subject matter programs, and high school students. A third campus gave the ethnic breakdown of its Teacher Diversity Program members in high schools, community colleges, and undergraduate student populations as: three percent Anglo, 66 percent Hispanic, nine percent Black, 20 percent Asian and three percent Native American.

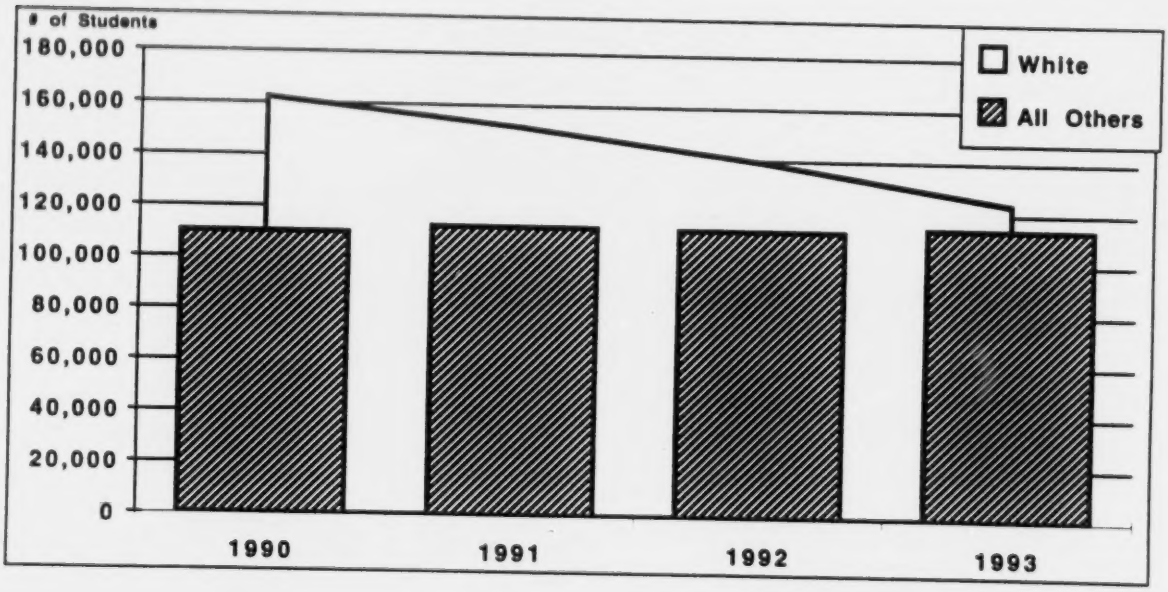
FUNDING PROBLEMS

Financially, these are difficult times for the recruitment of underrepresented groups into the teaching profession. Total enrollments in CSU undergraduate degree programs have dropped from 1990 to 1993, as shown in Display 9 below. The availability of candidates from underrepresented groups is likely to be diminished by this general reduction. The retention of students from underrepresented groups depends largely on the continuing availability of financial assistance for them. On the other hand, the recruitment of underrepresented students may not be restricted if the undergraduate enrollment of these students remains constant, as it was from 1992 through 1993. Reduced enrollments among CSU undergraduates occurred for White students, but not for other groups. This decrease in White undergraduate enrollments at CSU campuses is shown in Display 9 below.

Display 9

CSU Undergraduate Enrollments by Ethnicity

1990-93[31]



Section 2 Footnotes

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31 California Postsecondary Education Commission Student Profiles. (1994). Sacramento, California.

SECTION 3

PREPARATION PROGRAMS THAT RECRUIT DIVERSE TEACHERS

A growing awareness of the need to diversify the teaching force in California has led to the development of a number of programs. The Latino Teacher Program at the University of Southern California, described later in this section, is an example of private school enterprise in this area, but the largest group of programs operate on the twenty campuses of the California State University System.

CALIFORNIA STATE UNIVERSITY TEACHER DIVERSITY PROGRAMS

The Board of Trustees of the California State University established pilot Teacher Diversity planning projects in 1989-90, and expanded them to include all campuses of the CSU System 1990-91. The projects receive grants from the state lottery fund. Beginning in 1992-93, each campus program has been funded at $75,000 annually, for a total investment of $1.5 million per year.

Five main strategies are employed in the CSU Teacher Diversity Programs:[32]

1. Academic support and basic skills preparation provide students with academic/tutorial assistance to strengthen performance in academic course-work. They prepare students for competency tests and provide remediation in subject matter content.
2. Academic advisement provides advice in the selection of undergraduate courses appropriate to meeting teacher credential requirements.
3. Career counseling provides information to secondary and undergraduate students about careers in teaching and opportunities to participate in future teacher organizations.
4. Early exposure to teaching gives students opportunities to serve as tutors and supervised teaching interns, and provides younger students with mentors and role models.
5. Financial incentives provide stipends and scholarships, paid tutoring internships, and paid teacher's assistant positions. Some participants receive support through community colleges, four year degrees and fifth year teacher preparation programs.

Anticipated Impact of CSU Teacher Diversity Programs

Undergraduate education and teacher preparation comprise a multi-year process in California. CSU Teacher Diversity Programs have been operating for five years and most of them employ long-term strategies for achieving greater diversity in the teaching profession. These programs work with high school and middle school students, as well as school paraprofessionals, all of whom need to enter college and earn Bachelor's Degrees as well as teaching credentials. For all of these reasons, the results of CSU Teacher Diversity Programs cannot yet be determined.

During the period in which the CSU Teacher Diversity Programs have been operating, the Office of the Chancellor has maintained detailed data on the ethnicity of new teachers recommended for credentials by the 20 CSU campuses. Table 4 shows the percentage distributions for 1989-90 and 1992-93. When we examine the total percentages of Multiple Subject (MS) and Single Subject (SS) Credentials earned, we find an increase of 42 percent in the representation of Asian teachers, an increase of 28 percent in the proportion of new teachers who were Latino, and an increase of ten percent in the representation of Native Americans among the CSUs new teachers. At the same time, however, Table 4 totals show a decrease of 13 percent in the proportion of CSU graduating teachers who were Filipino, and a decrease of ten percent in the representation of Black teachers among the CSU graduates. Overall, though, the pool of CSU graduates become more diverse; Whites comprised a smaller proportion in 1992-93 than they did in 1989-90 (a decrease of five percent). Although these promising trends cannot be attributed entirely to the Diversity Programs, the increased diversity is welcome nevertheless.

Table 3

Percentage of CSU Recommendations by Ethnicity for Multiple and Single Subject Credentials

1989-90 and 1992-93[33]

Ethnicity	Academic Year 1989-90			Academic Year 1992-93		
	MS	SS	Total	MS	SS	Total
Asian	2.8%	2.7%	**2.8%**	4.1%	3.8%	**4.0%**
Black	3.0%	2.5%	**2.9%**	2.9%	1.9%	**2.6%**
Filipino	0.7%	0.8%	**0.8%**	1.0%	0.8%	**0.9%**
Latino	10.9%	7.0%	**9.5%**	13.3%	9.8%	**12.2%**
Native American	1.0%	1.1%	**1.0%**	0.9%	1.3%	**1.1%**
Pacific Islander	0.1%	0.3%	**0.2%**	0.2%	0.1%	**0.2%**
White (non-Latino)	81.4%	85.5%	**82.9%**	77.6%	82.3%	**79.1%**

Teacher Diversity Programs are programs of promise that must be evaluated over several years. Longitudinal data are needed from each campus to determine how many high school students and school paraprofessionals become teachers as a result of those programs. Data are also needed to demonstrate what support factors or programs make a positive impact, and which programs make little difference.

Models of Support

The results of the 1992 survey of all college teacher preparation programs were used to determine which program sites would be subjects for closer analysis for this report. Sample programs were selected to demonstrate specific emphases, such as breadth of collaboration, longitudinal coordination of programs or specific target populations. The programs visited are listed in Appendix 2.

Three of the Teacher Diversity programs at CSU campuses were selected for detailed analysis because of their special emphasis on coordination and collaboration. The first, at CSU Dominguez Hills, exemplifies the range of programs that can be offered at a campus, and demonstrates how a university can coordinate elements of programs to ease the transition of candidates from one level to the next. The second Teacher Diversity Program examined in depth is located at CSU Fresno, and is regionally-oriented. This program demonstrates close coordination among several institutions and includes a range of offerings that impact students from elementary school through graduate school. A third program, at Humboldt State University, has built teacher diversity funds onto an existing federal program and was analyzed because it serves a specific ethnic group.

California State University, Dominguez Hills

California State University, Dominguez Hills hosts a variety of teacher recruitment programs. A School of Education brochure states:

> ***California State University, Dominguez Hills has been involved in a focused effort to increase the pool of qualified minority teachers. - - - Institutions of higher education must share this responsibility by working with schools to develop minority students who are qualified to enter college, and support them throughout the process so that they graduate with the necessary skills to enter the education profession.***

The variety of programs at Dominguez Hills and their main features are listed below. The range of offerings illustrates the scope of activities undertaken at this inner-city campus. A major factor in the success of these programs has been the commitment and coordination that is centered in the Office of the Dean of Education.

In the 1991-92 school year, special recruitment efforts increased enrollment in the University's Liberal Studies program, which leads to the Multiple Subject Credential. In 1991-92, this program was comprised as follows:

- 36% Latino students;
- 33% White students;
- 26% Black students; and
- 4% Asian-American students.

The Aide-to-Teacher Program

The Aide-to-Teacher Program identifies instructional aides who are employed by collaborating school districts and prepares them to enter campus teacher preparation programs. One-hundred aides from six local districts (Los Angeles, Lennox, Paramount, Compton, Inglewood, and Hawthorne) have joined the program since its inception. Fifty paraprofessionals a year enter the ATT program which is supported by a Teacher Diversity Grant as well as additional funding from the Carnegie Trust. The Aide-To-Teacher Program has four phases.

Phase 1 provides instruction in basic mathematics and English writing. Students who complete the course enter the university on an "exceptional admissions" program and receive a stipend for one academic year. Beginning in Fall 1992, this phase was offered at community colleges with articulation agreements to ensure the successful entry of students into the four year institution.

Phase 2	provides a one-year "sheltered" mathematics and English program with mentoring from university faculty. Students join the University Teacher Club. During this phase students take the CBEST and receive financial aid and counseling.
Phase 3	mainstreams participants into the Liberal Studies Program.
Phase 4	enables students to complete requirements for the BCLAD (Bilingual, Crosscultural Language and Academic Development) Credential Program.

An internal study of the program showed that the majority of the students were female and that the average age was 32 years. Eighty percent of the students in Phase 4 were Latino, 16 percent were Black, and four percent were Filipino. Fifty-two percent of the students are the first members of their family to attend college and 64 percent work 20 hours or more a week. When asked about the greatest barrier to becoming a teacher, 57 percent identified lack of money to finance a college education, 16 percent said that finding the time to study was difficult, and 14 percent said their lack of mathematics and English skills was a problem.

The study also revealed three predictors for success in this program. Fifty-six percent of those who completed Phase I were born in the United States, while only 32 percent of those who did not complete were born in this country. A second strong predictor of success was that seventy-six percent of those who had taken college algebra completed Phase I. The third predictor of success was that fifty-six percent of those who were successful came from families where other members attended college. The father's educational level was not a predictor.

A small group of students attending California State University, Dominguez Hills are supported by and participate in the services of the University of Southern California's Ford Foundation grant entitled "The Latino Teacher Program".

The Metropolitan Life Program

The Metropolitan Life Program provides corporate funds to facilitate the collaboration of Dominguez Hills and West Los Angeles Community College to develop Future Teacher Clubs at inner city high schools. The Metropolitan Life Program identifies and recruits potential students in high school and provides paid on-the-job teaching opportunities during undergraduate education. The program also increases the articulation between high school, community college, and university, and provides for students to take a high school credit course entitled "The World of Education" on their own campus. The program also provides career and academic counseling. The stated objectives of the program are to:

- recruit at least 100 high school students a year into clubs on high school campuses, with at least 80 percent of members being bilingual or minority students,
- enable participants to work as paraprofessionals while attending college,
- increase retention by developing an articulated program from high school through the community college to the university to reduce the "transfer shock" and to guarantee priority admission for students who successfully complete the requirements, and
- develop a procedure to monitor and counsel students throughout their careers in three collaborating institutions. An "electronic folder" is being created for each student to accompany him or her through completion of the teacher preparation program.

The PORT Program

A Carnegie Foundation Grant supports the **PORT** (Pool of Recruitable Teachers) Project and provides a Future Teachers' Institute on ten Saturday mornings on the Dominguez Hills campus. Minority high school students are trained to tutor children in grades four through six with emphasis placed on the teaching of math and science. The project has been running for six years and includes an enrichment program for parents who bring their children to the institute. Elementary children are brought to the Saturday classes to receive instruction from the trained high school students. Thirty high school students are trained in each cycle; there have been ten cycles in five years.

The Careers in Education Conference for about 300 youth from area high schools is provided annually. The program is organized by university faculty and future teacher coordinators from the participating school districts.

The Consortium for Minorities in Teaching Careers

The Consortium is a partnership of ten universities designed to "develop a sustained program, with the combined efforts of the participating institutions, to increase the representation of African Americans, Hispanic Americans, Native Americans, and other minorities in the teaching profession."[34] The member institutions are:

- Ana G. Mendez University System - Puerto Rico (Metropolitan University and Turabo University)
- California State University, Dominguez Hills
- City College of New York, CUNY
- Fordham University-New York
- Eugenio Maria de Hostos Community College of City University of New York
- Knoxville College - Tennessee
- Morgan State University - Maryland
- University of Iowa
- Xavier University - Louisiana

The Consortium program has five components:

- Precollegiate activities to encourage high potential students in grades nine through twelve to enter teaching,
- Model programs of culturally enriched teacher education that provide student follow-up systems to facilitate their movement from high school to teacher education,
- Support for advanced degree candidates to increase the number of underrepresented individuals with masters degrees and doctoral degrees in Education,
- In-service Training through informal skill and knowledge development and through coursework, and
- A Minority Task Force to design model strategies for university-school collaboration, develop local advocacy groups, and develop a national dissemination model for the Consortium.

The Consortium program is unique in bringing together historically Black colleges and predominantly Hispanic institutions with other types of colleges that possess extensive resources and additional special expertise. The major roles of CSU-Dominguez Hills are to train other institutions in program implementation, to disseminate information, and to produce instructional booklets on how to start new programs. A handbook and videotape are being produced, and on-site consultation is offered as a service. A national newsletter is published and sent to the 700 institutional members of AACTE.[35]

California State University, Fresno

The Teacher Diversity Program at California State University, Fresno is characterized by a high degree of inter-institutional coordination. The intent of the coordination is to provide a smooth path from elementary school through college for students who intend to teach. There is a need for such coordination in California, where about 80 percent of candidates for teacher preparation programs reach college through initial entry into two-year colleges. Students from underrepresented groups tend to drop out in the transfer process between institutions, as well as during high school and college. Fresno County has special needs for teachers from diverse backgrounds because the K-12 student body includes large numbers of Latino and Hmong students.

Participants in the Fresno programs are at three levels of a student's education.

1. The Fresno County Office of Education and local school districts,
2. The State Center Community College District and its two campuses--Kings River Community College, and Fresno Community College, and
3. California State University, Fresno.

A coordinator works with all of these groups and is an administrator employed by the State Center Community College District.

Level 1--Public School Activities

The Fresno Unified School District established eight Teachers of Tomorrow Clubs at area high schools in 1985. Club sponsors are usually teachers at the senior or junior high schools where the clubs are located, and they act as professional role models, initiate ideas and plan activities for the clubs. With the support of the County Office of Education, members of the high school clubs are trained to teach the curriculum of the "Here's Looking At You 2,000" drug and alcohol project. The trained tutors are paired with elementary teachers to present this socially significant program. School district personnel feel that the participation by near-peer tutors makes the impact of the program greater on elementary students. In addition, the tutors receive the support of classroom teachers in developing lesson plans and in learning classroom teaching skills.

The County Board of Education played a supportive role when it adopted Teachers of Tomorrow Clubs as its special project for two years between 1889 and 1991. The preamble in the Board's booklet on this project states:

> *. . .there continues to be a shortage of highly-qualified ethnically-diverse teachers in Fresno County schools.*[36]

Board attention to these programs encourages community volunteers from the ranks of retired teachers to act as club sponsors on school sites. The Rotary Club provides funds for field trips for high school club members to the university.

The stated objectives of the school districts participating in the Teachers of Tomorrow Program are to:

1. Identify students who are interested in teaching and encourage them to enter the teaching profession,
2. Concentrate efforts on students in grades 7-12, especially minority students,
3. Inspire students toward these goals by offering programs and activities in the various aspects of education, teaching experiences, and financial assistance, and

4. Assist in the students' transition from high school into teacher-training institutions.

The County's 1992 end-of-year awards luncheon was attended by the writer of this report and provided an example of the encouragement that motivates teacher sponsors as well as student participants. All Future Educator Clubs were well represented at the luncheon where scholarships were awarded to seniors about to enter college. Scholarships were donated by local educators (one a memorial to a former district administrator), the Association of Mexican-American Educators, and local chapters of Phi Delta Kappa and the Association of California School Administrators.

Level 2--Community College Activities

Fresno City College and Kings River College established Teacher Education Clubs in 1991. At **Fresno City College**, when counselors distributed a survey on campus, more than 4,300 students expressed an interest in teaching. This response provided the stimulus to form the Teachers of Tomorrow Club which holds forums where employers and university representatives speak. The Club wrote and adopted a constitution.

> *The purpose of this Club is to encourage our members to go into the field of education. The primary focus is one of providing under-represented students going into teaching with an appropriate information and support base.*[37]

The Club introduces its members to existing community college programs such as the Puente Project which provides one year mentoring/writing support in English and a mathematics course which stresses problem solving skills. CBEST preparation workshops are also offered regularly on campus.

The Teacher Education Club at **Kings River** has its own badge and 52 active members. The club constitution states:

> *The KRCC Teacher Education club's main objectives are to provide a communication network for future teachers and to link community college students with transfer institutions.*[38]

The application process to join the club requires a recommendation from a teacher and an essay on "Why I Want To Be A Teacher". The club meets monthly, staffs an information table in the college cafeteria, and sponsors CBEST workshops. Members may present their membership cards to attend basic skills workshops on the university campus. The club lends textbooks to students and raises money through bake sales to fund $100 scholarships for members who are working toward academic qualifications to become teachers. Student officers meet regularly to plan events and to work with the club adviser.

Services Offered by Community College Clubs

Among their activities both clubs support 2+2+2+1 articulation. This articulation formula represents two years of high school counseling to ensure that students meet transfer requirements to community college. Two years of support are offered at the community colleges to ensure transfer to undergraduate study at the university. Advice is then provided to ensure that undergraduate courses facilitate acceptance into the final year of teacher preparation. The counselors who supported the development of these clubs listed the following services to student members. The clubs:

- provide articulation counseling to students,
- minimize duplication in application processes and thus reduce costs,
- facilitate enrollment in courses to earn college credit or advanced placement at high school, ROP or adult school level,
- provide an incentive to continue education,
- encourage enrollment in high school college-oriented curricula,
- ease student transitions with counselor and peer support, and
- strengthen institutional relationships in K through college education.

Level 3--University Activities

California State University, Fresno applies its Teacher Diversity Grant money to support these vertical linkages, including the provision of faculty time to work with the clubs at high schools and community colleges. A Future Educators Club for undergraduates on the university campus welcomes members transferring from community colleges. The club has recruited more than 50 students on the university campus as well as aides in the public schools. The university Club arranges two field trips a year to the university campus for community college and high school club members. University professors speak at club meetings. The CBEST preparation courses offered on campus are open to members of community college clubs. School paraprofessionals in the Fresno Unified School District are encouraged to enter teacher education programs through grants that are supported equally by the University Diversity Fund and the School District. The university provides seed money, counselors, and education professors to support activities at the community colleges and high schools.

Coordination

The State Center Community College District Office has built a data base of information about members from high school through the university. These individuals receive regular communications about futures in teaching. The coordinator of all Teachers of Tomorrow activities in the schools, universities, county, and community colleges in the Fresno area is located in this office. This coordinating service is important in planning meetings, distributing minutes of meetings, and keeping contacts open between all participants in the Fresno programs. The enthusiasm and ability of the Coordinator plays a large part in the success of the Fresno consortium linkages.

Humboldt State University

Indian Teacher and Educational Personnel Program (ITEPP)

The Indian Teacher and Educational Personnel Program at Humboldt State University is unique in its focus on recruiting tribal youth into the field of education. The program began in 1969 with federal funding and has been institutionalized as an academic department within the university. As a department, it receives a line item budget from the university. Funds from the CSU Teacher Diversity Project also support elements of the ITEPP.

Employment data for the 143 graduates of the program since 1969 show the following:

- 60 employed in teaching/counseling or related position in education;
- 20 in other educational positions, mostly in substitute teaching;
- 11 in educational administration;
- 11 in graduate education programs; and
- 20 whose employment is not known.

Social Impact of Program

The impact of this program is graphically demonstrated in Tables 5(a) and 5(b) on page 36, based on responses from 28 students in the ITEPP Program. The data compare the educational levels of the parents of ITEPP students with those of the 687 entering freshmen at the university in 1992-93.

A Comparison of Educational Levels of Parents of Native American Students to Parents of All Entering Freshmen at Humboldt State University

Academic Year 1992-93[39]

Table 4(a)

Percentages of Humboldt Students' Fathers

Education Level	All Students' Fathers	Native American Students' Fathers
8th Grade or Less	3%	14%
Partial High School	3%	29%
High School Graduate	12%	29%
Partial College	20%	14%
College Graduate	60%	14%

Table 4(b)

Percentages of Humboldt Students' Mothers

Education Level	All Students' Mothers	Native American Students' Mothers
8th Grade or Less	2%	4%
Partial High School	3%	21%
High School Graduate	16%	54%
Partial College	31%	18%
Not Reported	46%	3%

In the view of several ITEPP students who were interviewed, the support provided for Native American students by the Humboldt State programs makes the essential difference between college success and failure for many of its members. The ITEPP Center on campus is a focal point for students to meet even though it has a very limited space. The program coordinator is there to attend to individual needs as well as group problems.

Impact of Loss of Student Funding

Most of the students in ITEPP receive federal support from the Bureau of Indian Affairs. Retention of students from underrepresented groups requires consistent financial support. The effects of withdrawal of financial support are demonstrated in Table 6. In the academic years 1989-90 through 1992-93, 85 students participated in the Indian Teacher and Educational Personnel Program. For the first three of these years students received federal Educational Personnel Development funds, but this funding was discontinued in the fourth year of this reporting period (1992-93).

Table 5

Percentage Changes After Loss of Student Funding

1989-93[40]

	Funded 1989-92	Non-funded 1992-93	Percent Change
Completion	31.58%	36.47%	+4.89%
Retention	53.94%	48.23%	-5.71%
Returning Stop-outs	6.58%	0.00	-6.58%
Total Completion and Retention	92.11%	84.71%	-7.40%
Stop-out	3.95%	10.59%	+6.64%
Drop-out	3.95%	4.70%	+0.75%

Minority Opportunities for Successful Teaching (Project MOST)

Project MOST is a collaborative effort by Humboldt State University, the College of the Redwoods, and the Humboldt County Office of Education. Project MOST works closely with ITEPP, but derives its funding from the CSU Teacher Diversity Grant and serves all underrepresented students. The major activities of the MOST project are:

- Teachers for Tomorrow Clubs at high schools;
- Academic Aides Mentor Program;
- specialized campus orientation programs for returning and new students;
- community college 2+2 advising;
- summer employment opportunities in educational settings;
- tutoring for CBEST and PRAXIS testing;
- counseling to reduce drop-out; and
- guest speakers for club meetings.

Continuing Concerns About Employment Discrimination

The ITEPP Program draws a large number of its recruits from one tribal group. Many graduates seek to give service in their own community. The program has graduated 143 students, but few have found employment close to their homes. Many of the students live in the Hoopa Valley, where many Native American children enroll in school. The local school district includes the Reservation, but the school district is independent and most board members are not Native American. A study presented in May, 1990, provides data regarding the long-term effects of the ITEPP Program. Among the study's concerns was the local employment of Native American graduates of the program. The report concluded that:

> *Native American teachers may experience more hostility and discrimination in the interview process, but hopefully conscientious administrators will see this is brought to a halt. Native American teachers may also be frustrated in their desire to teach in schools with high concentrations of Native American students, and maybe the legal system should be brought to bear on this issue.*[41]

A recent survey of residents on the Hoopa Reservation brought parent comments that relate to this issue.[42]

- The teachers are not from our community.
- We need teachers who live in our immediate area and not miles away.
- Hoopa is the largest reservation in California, but the staff is 90 percent White. It reinforces the children's mind that they, as an Indian, are not capable of reaching a higher level. This system does not hire locals. The Indian Teacher Program at HSU has been going for 20 years, but the elementary school has hired only one local Indian.
- No community involvement from the teachers.

San Diego State University

Paraprofessional Programs and Diversity

Paraprofessional programs draw on a rich field of diversity as they utilize aides who are already working in the schools and who have not had the opportunity, nor perhaps the funds, to pursue preparation for a full teaching career. The following data, drawn from San Diego State University's Aim-to-Teach Program, illustrates the breadth of background that is brought to the teaching profession by paraprofessionals recruited through the CSU Teacher Diversity Grants, and in other programs such as District Internship Programs.

The Aim-to-Teach Program

The 52 students who enrolled in the 1992 Aim-to-Teach Program at San Diego State University brought life experience from previous training as a medical receptionist, social worker, machinist, writer, editor, researcher, dental assistant, clerk, hospital corps person, university professor, high school teacher, elementary teacher, military corps person, pre-med candidate, nurse, cultural dance instructor, professional musician, attorney, psychologist, social worker, customer service provider, swimming instructor, and lifeguard. One-third of the group was foreign born and 38 percent were making mid-career changes. Several participants were qualified and experienced in their homeland, but arrived in the United States as refugees. Table 7, below, shows the ethnic background of the 52 candidates who enrolled between January and March, 1992.

Table 6

Ethnic Background of Candidates in AIM-to-Teach Application Group

January - March, 1992

Ethnic Background	Percentage
African American	19%
Hispanic	33%
Filipino	12%
Mexican American	27%
Asian American	2%
Other non-White	2%
White	6%

Participants in the Aim-to-Teach Program enroll in review classes for the CBEST examination. Personal advising and assistance are also important. One of the program instructors reported in an interview that entering students "are often emotionally defeated, possessed of low self-esteem, and feel isolated from the mainstream." A number of re-entry students carry the added burden of family responsibilities that often includes aging parents. Many have difficulty in juggling these family responsibilities with the demands of university, application requirements and academic coursework.

The Aim-to-Teach Program in San Diego has been energized by a counselor at San Diego City College. The counselor made visits to high schools to contact high school athletes as he felt they would be excellent candidates for the teaching profession. At a large inner-city high school he arranged for two community college credit courses on child development to be offered on campus. He received a grant to work with two feeder junior high schools. Budget cuts reduced these activities during the 1992-93 year, but by then 197 interested candidates from underrepresented groups had been contacted and 72 had completed written educational plans leading to teacher education. The counselor continues to be a member of the advisory board of Aim-To-Teach.

PRIVATE UNIVERSITIES AND COLLEGES

Private colleges show interest in adding diversity to their programs, but often the tuition fees are a major deterrent to students from underrepresented groups. Special efforts have been made on some private campuses. Three examples are described next.

University of Southern California

The University of Southern California **Latino Teacher Program** is supported by a $1.5 million grant from the Ford Foundation. This program provides financial support for paraprofessionals seeking to complete undergraduate degrees and teaching credentials. In March, 1993, the Ford Foundation made a supplementary grant of $556,100 to provide social and academic support to promising Latino paraprofessionals working in public schools. An additional $500,000 grant from the U.S. Department of Education in November, 1993, has expanded the program from 50 to 150 candidates. In addition, scholarships to assist students to buy books and meet living expenses have been donated by the California Association for Bilingual Education and the Association of Mexican American Educators.

The Latino Teacher Program is a broad-based consortium which began in 1991, with representatives from the Los Angeles City and County School Employees Union (Local 99), the Los Angeles County Office of Education, the Los Angeles Unified School District, the Tomás Rivera Center, the United Teachers of Los Angeles, and the USC School of Education. The consortium has expanded and now also includes Loyola Marymount University, Little Lake City School District, Lennox School District, and the schools of education from the Dominguez Hills and Los Angeles campuses of the California State University.

The goal of the program is to increase the number of Latinos in the teaching profession by creating a career track for practicing Latino paraprofessionals. Financial assistance may be used to off-set costs of child care, transportation or other essentials. Cohorts of candidates are formed to build interactive support systems and meet together regularly. Faculty mentors are provided on school sites and, for candidates who need academic assistance, classes are provided in mathematics, composition, Spanish and English literacy. Socials are held to encourage support from homes and communities to reduce the concerns of spouses and children. Successful graduates of the program attend these functions as part of the support system.

The program recruits candidates from teacher preparation programs, from undergraduate programs at universities, and from community college students. Paraprofessionals are recruited from the school districts that belong to the consortium. Students who join the program are also placed in those school districts as paraprofessionals. By the end of 1993-94, sixteen teachers had graduated from this program and paraprofessionals were serving in 35 elementary and secondary schools in Southern California.

Holy Names College

Small colleges have also made special efforts to recruit diverse teachers. Holy Names College is a small private college in the foothills of Oakland. It focuses on the preparation of teachers for inner-city schools. In 1992, the College began an on-site program to recruit students from underrepresented groups in the Ravenswood City Elementary School District. The candidates were either paraprofessionals, substitute teachers, or were teaching on Emergency Credentials. With 97 percent of their 4,200 students either Latino or African-American, Ravenswood District schools were eager to find more teachers from underrepresented groups and more Spanish-language teachers. The district's personnel director was quoted:

> *We have to work very hard at making sure we do find underrepresented teacher candidates that would serve as role models for our students . . . someone that students can identify with, in terms of their culture.*[43]

The candidates need extra help in completing credentials and the coordinator of the Holy Names College Program stated:

> *Students of color often can't afford to go the year and a half it takes to get a credential without making money. How to get around this problem is the question - how to get them into teaching, get the credential they must have, and at the same time survive, which they must do.*[44]

School-site classes were offered by the College to 21 Participants in the program. The members had gained their earlier education in Kenya and Tonga, as well as in California and several other states. The district supports the cost of classes in reading, writing, and mathematics. Several members of the group are single parents and the scholarships provided by the College, as well as other funding support are essential to their completion of the program.

College of Notre Dame

Recently, the College of Notre Dame has also developed a collaborative program with the Ravenswood Elementary School District that is funded by a U.S. Department of Education grant of $500,000. Twenty-five paraprofessional aides receive full scholarships to enable them to complete college degrees, and CLAD or BCLAD (Bilingual Crosscultural, Language and Academic Development) teaching credentials. Tuition and books are provided for courses in community colleges and in the junior, senior, and professional preparation years at the College of Notre Dame. While they are studying, paraprofessionals continue to work and to be paid by their school district. In the 1993-94 academic year, six of the students were studying at community colleges and 13 were studying at the College of Notre Dame. Of these 13 students at the College, 11 are Latino and one is Black.

The Multicultural Alliance

An innovative program to increase diversity in the private school teaching force is now expanding its impact. "The Multicultural Alliance is a consortium of schools, colleges, universities, and affiliate organizations dedicated to increasing and supporting cultural, ethnic, and racial diversity within their institutions."[45]

The 33 independent schools and colleges that currently form the Alliance are mostly located in the San Francisco Bay and Los Angeles areas, although institutions in Connecticut, Pennsylvania, Louisiana, Mississippi and Washington have also joined recently. The Alliance's **Minority Teacher Development Project** began its work with the support of San Francisco State University, where it recruited junior and senior undergraduate students. Since 1990, 68 interns have been placed in independent school classrooms.

Multicultural Alliance programs prepare teachers in the areas of: academic learning time, student accountability, clarity of lesson structure, individual differences, consistent rule setting, affective climate, learner self-concept, meaningful learning, lesson planning, questioning skills, reinforcement, close supervision, and cultural awareness. Junior, senior, and graduate-level college students are eligible for the program. Credential students are preferred and are placed in public school classrooms on a paid internship basis. The major appeal of this program is to college students who do not qualify for credential internship programs because they have not yet passed the CBEST examination. Some of the participants become private school teachers and others work to pass the CBEST and to earn state credentials. After the second year of the San Francisco area project, 49 percent of the interns were offered teaching appointments, 16 percent entered a teacher credential program, 26 percent entered graduate programs, and 23 percent returned to a second year internship as they completed their undergraduate studies.

In the Summer of 1994, the Alliance moved to another stage by entering into partnership with Chapman University and the University of California, Los Angeles, to offer intern credential programs with a CLAD/BCLAD emphasis. Independent schools provide salaries for these interns ranging from $10,500 to $17,000 annually, as well as $1,500 tuition scholarships. Chapman University offers a matching $1,500 in scholarships and places interns in public schools.

TRADITIONAL PROGRAMS AND ALTERNATIVE PROGRAMS

Traditional Pathways to Teacher Preparation

There are two pathways by which prospective teachers have traditionally entered the profession. The first begins when a decision is made early in life to become a teacher. Decisions made while in high school or in the early years of college allow candidates to plan coursework and avoid detours on the path toward the teaching profession. A second pathway is taken by students who, near the completion of their college degree (or sometimes after completion) decide that teaching is their preferred career choice. These prospective teachers may have completed the appropriate coursework or they may have to spend additional time doing so.

These two pathways provided most of California's teachers in the past. Students who follow either of these traditional pathways complete their degrees and earn their credentials before they earn professional salaries. In California many (perhaps most) prospective teachers economize by spending the first two years of their college careers in community colleges where the fees are less than in four-year institutions. The data in Section 1 of this report make it clear that too few students from underrepresented groups are able to traverse these two pathways into the teaching profession. On the national scene the same situation appears to be true: "traditional recruitment strategies are not attracting significant numbers of minority students into higher education".[46]

Reporting on the Southwest region of the USA, the Tomás Rivera Center states:

> *Many Latino teacher candidates or potential candidates are lost in the maze of institutional barriers and neglect.*[47]

Overview of Alternative Programs

California has established several kinds of alternative programs for recruiting, preparing, and supporting talented, diverse candidates who intend to teach. Most prominent among the alternatives are university internships and school district internships. Sojourn Credentials are also available as an additional alternative. These options have been established to provide responsible opportunities for new teachers to participate in training while earning a teaching salary.

University Internships

One of the earliest alternatives to be established in California, university internships are collaborative partnerships between college or university campuses and local school districts. Participating districts hire interns in shortage areas, and the interns complete college coursework while they serve as salaried interns. The Commission has established internship standards that are equivalent to the standards for traditional programs.

Many programs for the recruitment of diverse teachers (highlighted earlier) are university internships. The Chancellor's Office of the California State University recently compiled data about intern teachers enrolled at CSU campuses. The results indicated that the proportion of interns from underrepresented groups are much higher than the percentages of underrepresented groups in traditional programs on the same CSU campuses.

University internships achieve high levels of student diversity, but not as a consequence of low standards. To serve as university interns, individuals must meet the same standards as traditional candidates in the areas of basic academic skills (passage of CBEST), subject matter competence (PRAXIS exams), and possession of Baccalaureate Degrees from regionally accredited institutions. The diversity of university interns has two primary causes. First, interns earn salaries as teachers while they complete essential coursework in education, which defrays much of the cost of that coursework. Second, interns are often guided and assisted at their school sites, which enhances their effectiveness and morale. University internships demonstrate that teacher diversity is achievable through financial assistance and professional support, not by exempting teachers from the State's credential standards.

State laws authorize school districts in California to develop their own internship programs in teaching shortage areas. These interns are required to possess baccalaureate degrees, but they are not required to enroll in university courses. Instead, the school district creates a professional development plan for its own interns. The district must provide mentor teachers to support the interns, who are required to pass CBEST, demonstrate subject matter competence by passing Multiple Subjects Assessment for Teachers (elementary interns) or the PRAXIS II examinations (secondary interns), and hold a major or minor in their teaching area.

Currently, 588 interns are enrolled in six city intern programs. The largest program is in the Los Angeles Unified School District with 435 interns. Other Los Angeles area programs include Compton (45) and Long Beach (30). Other large programs are in San Diego (44), Oakland (25, including several interns from the Teach For America program), and Sacramento County (9). Seventeen other districts scattered throughout the state have fewer than nine interns each, and eleven districts have only one intern each.

STATE FUNDS FOR ALTERNATIVE PROGRAMS

Beginning in 1993, the Commission annually awards $2 million to support alternative programs, including district and university internships. Only school districts and county offices of education may submit funding proposals, but these agencies are encouraged to work collaboratively with universities, teacher associations, and others to develop internships. The Commission provides up to $1,500 per intern per year for instruction, support, and assessment costs.

Criteria for approving proposals for funding include:

- Demonstrated need for increasing the number of certificated personnel,
- The number of participants to be served by the proposed program,
- The quality of the curriculum, instruction, support, and assessment, and
- Cost-effectiveness of the internship program.

Lawmakers identified the following reasons for making state funds available for internships.

> *The Legislature finds and declares that the teaching profession must be able to recruit talented individuals, in addition to college students, from a variety of sources to address geographic and subject area shortages. Many persons changing careers and early retirees from industry and the military are interested in the challenge of teaching.*

> *The Legislature further finds that, in California, there is a serious shortage of qualified teachers in the subjects of mathematics, science and technology, of teachers who work with limited-English proficient pupils, and of minority teachers.*

The law provides the following definition of an alternative program:

> *. . . a program operated by a school district, county office of education, college or university, or other public education entity, individually or in collaboration with other public education entities in the region to be served, and designed to provide a concentrated program leading to a permanent teaching credential.*

The 29 state-funded internships were recruiting interns when this report was being completed. Twenty-one of the funded projects recruit underrepresented group members as teachers. It is estimated that about one-third of the interns in the funded programs will come from underrepresented groups. Twenty-one of the funded programs recruit from aerospace and defense-related industries, and all ten secondary programs prepare mathematics and science teachers. Eight of the projects serve rural areas which have faced reductions in industries such as forestry and paper products. Of the 1,569 interns funded statewide by this program, 958 are supervised by university faculty and 611 by school district teachers and administrators. Special education now features as a major shortage area and of the 1,569 university interns in the funded programs, 319 are in special education placements.

Los Angeles Unified School District Intern Program

Since 1984, 1,223 individuals have successfully earned credentials through the Los Angeles Unified School District Intern Program. The Commission's onsite evaluation team recently judged that "the program provides quality preparation for its candidates. . . If this team were to make an overall recommendation for the status of the program, that recommendation would be full approval."[48]

Approximately one-third of the interns in the Los Angeles District Intern Program have been recruited from underrepresented groups. The following excerpts from the findings of the Commission evaluation team are significant:

> *The District's record of recruiting, supporting, and retaining a diverse and multi-talented pool of prospective teachers is excellent. . . . The multicultural orientation of this program is outstanding. . . . . Diversity is also represented in the cadre of instructors and staff who direct and support interns' work as teachers. . . . . The team found the program to be particularly effective in preparing all interns with strategies for working with limited-English proficient students.*

The motivation to develop the internship program is clearly stated by the District:

> *This program is essential because of our continuing shortage of fully qualified teachers in certain subject areas and with the recognition that colleges and universities are currently unable - - to produce the numbers of teachers needed to meet our staffing needs. This program addresses the declining pool of fully trained teachers and increasing student populations while providing new and innovative recruitment and training techniques.*[49]

San Diego Unified School District Programs

The San Diego Unified School District determined that the need for diversity in its teaching force required it to establish local internship programs. Thirty-three applicants entered the first intern cohort in a university internship that was developed collaboratively with the United States International University. Of the 33 interns in the first cohort, 21 were African-Americans. Seventeen members of this class had earned their teaching credentials and held teaching jobs by the beginning of the 1991-92 school year. A second cohort was formed in January, 1993, in a partnership between the school district and California State University, San Marcos. Following coursework from January to July, participants teach during the day and continue taking coursework in the late afternoon and evening.

Meanwhile, the San Diego School District also established a district internship for bilingual teachers. It provides candidates with full-time salaries as elementary teachers while experienced mentor teachers support them according to a three-year professional development plan. To enter the program, candidates must pass the English and Spanish Oral Language Components of the state's Bilingual Certificate of Competence Examination. As with the Los Angeles District Intern Program, all classes are taught by instructors selected by the school district.

The program begins with 120 hours of preservice orientation and coursework during the summer months. Interns are assigned to regular bilingual classrooms and they attend classes one evening a week for a three-year period. Mentor teachers are released from their own classroom teaching to guide and assist the interns for three years.

No university credits are earned by interns in this program, but a California Clear Multiple Subjects Credential is awarded at the successful completion of the program. The San Diego program recommended 17 candidates for bilingual teaching credentials in 1994, and expects to recommend 26 teachers in 1995. Slightly more than 50 percent of the interns in this program have been from underrepresented groups.

Sacramento County's MATCH Program

The Military Alternative Teacher Certification and Hiring (MATCH) Program is a consortium developed by Sacramento's County Office of Education to recruit military personnel and civilians employed by the military. The focus is on recruiting elementary teachers and teachers of mathematics and science for high schools. The program began in 1992, and attracted 32 candidates; of these eight are math majors, nine are science majors, and 15 have the academic background to teach in elementary schools. Nine of the interns are Asian-Americans, four are Latinos, and four are African-Americans.

From January through May the Sacramento interns complete introductory courses and participate in a practicum. From June through August they take three additional courses and participate in 150 hours of resident teaching under the supervision of a carefully selected classroom teacher. Interns then teach in regular teaching assignments while supported by mentors. During a two-year period, they attend one class a week taught by district and county education personnel. On completion of the program candidates earn a California Multiple Subject (elementary) or Single Subject (secondary) Teaching Credential.

Teach For America

Another alternative is the nationwide "Teach for America" program. One of California's urban school boards recently passed a resolution to collaborate with Teach for America in offering a district internship program. The Board resolution states "The Oakland Unified School District endorses and supports the establishment of a Teacher Intern Program, for Teach for America corps members." The district will recommend for state certification, corps members who successfully complete the Oakland Unified School District/Teach for America Intern Program.

Teach for America began in 1988 as an effort to form a "national teacher corps of talented, dedicated individuals who commit to a minimum of two years to teach in urban and rural public schools in the United States."[50] Corps members complete an eight-week summer institute to prepare them to teach in inner city classrooms. Then they attend classes and confer with mentor teachers during a two-year teaching commitment. Candidates must also complete in-service activities to continue to teach in the assigned district, and participate in the second summer of the Teach for America training program. Privately funded, Teach for America is a national program that works with individual states that have responsibility for setting standards for teacher preparation programs.

Teachers From Other Nations

Other countries are sources for recruiting diversity into the California teaching workforce. A Sojourn Credential may be obtained by a bilingual teacher who brings acceptable degrees appropriate to his or her teaching assignment from another country, or who can pass the MSAT or other subject matter examination. The Sojourn Credential requires that the teacher attend university preparation courses in order to complete a permanent California teaching credential. The teacher is recommended for a credential once the institution is satisfied that California-equivalent program elements have been completed. Granting the California credential also requires passing the CBEST examination. To date the number of individuals earning a Sojourn Credential is small.

National Studies of Effective Recruitment Programs

Continuing financial support is vital if members of underrepresented groups are to be recruited into the teaching profession.

A recent review of research on best practices for recruiting minorities into teaching summarizes the most effective techniques in the following way: start early, use peer contact, involve parents, use minority and mass media, access computer data-bases for student records, provide generous financial assistance, offer experiential programs, discuss obstacles and how to cope with them, provide training on how to take tests, provide flexible scheduling, involve minority faculty members in the processes of admissions and recruitment, survey minority students, provide training on how to teach diverse populations, use enthusiastic mentors, and create consortia to reduce the costs of contacting students and developing materials.[51]

The most "immediately obvious"[52] solution to the recruitment of under-represented group members into teaching is to provide financial assistance to help low-income and minority students complete college degrees. This financial support is difficult to come by at all levels.

The under-representation of minorities in higher education and the need to increase the number of minorities who complete high school, enter college and graduate with professional credentials are well documented. Yet, innovative strategies to counter this condition are not being sufficiently implemented.[53]

The author of the above quotation explains that the recommendations of a 1987 congressional task force were never implemented because they were not sufficiently funded.

Standards and the Diversification of Teacher Education Programs

It is important for the Commission on Teacher Credentialing to establish and maintain standards to govern the quality of university and district programs for teachers in California. Universities and school districts have major contributions to offer, and programs need not be identically planned to produce equal quality. Each program should meet rigorous standards defined for the State of California, but the mode of delivery should suit the local environment. Alternative programs, internship programs, and traditional university programs should submit proposed program plans to the Commission for accreditation. Programs should also be accredited at regular intervals and be required to adhere to the conditions for accreditation over time. The current exemption of district internships from accreditation undermines the overall quality of teaching in California.

National concern about these developments is reflected by Martin Haberman of the University of Wisconsin, Milwaukee when he states:

> *It has become the norm for the very states that mandate higher standards for university-based teacher education programs to encourage the development of alternative and experimental certification programs aimed at staffing urban schools and schools serving low-income students. The world of the university operates on the pretense that state mechanisms for controlling teacher certification are in place and functioning. The world of alternative programs is guided by the value of expediency; doing whatever is necessary to help the urban schools pretend that they have enough qualified teachers. I refer to this contradiction as "the two worlds of teacher education." Each continues in an opposite direction, aided by the same individuals in the same state departments of education.*[54]

A national warning is also sounded on alternative programs by Recruiting New Teachers, Inc.

> *Some alternative routes to licensure have been designed specifically to keep standards high while encouraging mid-career changers to enter teaching. They provide a reasonable introduction to classroom practice; mix theory with that practice and provide ongoing support. On the other hand, some alternative routes require very little preparation--perhaps a few weeks of training, and then, too often, promised mentoring fails to materialize, leading new entrants to leave teaching at higher rates.*[55]

A recent publication from the Tomás Rivera Center is critical of California in its use of some alternative programs.

> *Can recruiting a community-based teaching force from across the spectrum of age, race, and ethnicity improve the quality of teaching in this country's public schools? Yes, if teacher preparation programs learn from experience and if they support programs that work. The goal is not only to recruit more minority teachers, but to recruit more minority teachers who will be likely to enter the profession without suffering the burnout engendered by impossible demands. In addition, if mainstream teachers are also taught effective methods of teaching all students, they too, will be more likely to share success in addressing the awesome challenge of improving the academic record of minority students. This is possible if schools avoid the pitfalls experienced by California and Texas, two states that have used shortcut alternative certification programs to provide the special communication, delivery, and management skills that candidates need to be effective teachers; and if the preparation that teachers receive is both long-term and based in employment.*[56]

A major strength of alternative programs in California is their ability to recruit diversity into the teaching force and to support adults who make career changes in order to become practicing teachers. The quality of research and critical thinking that university programs can offer is a valuable contribution to the teaching profession. At the same time, new teachers also need the steady, pragmatic support of carefully selected, well-trained colleagues. The most effective programs are those in which universities and school districts collaborate. The enormous challenges of recruiting, preparing and retaining diverse, talented cohorts of new teachers require close cooperation between university faculty, classroom teachers, and educational institutions at all levels of public education.

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SECTION 4

ELEMENTARY AND SECONDARY SCHOOL PROGRAMS FOR EARLY IDENTIFICATION OF POTENTIAL TEACHERS

Need for Precollegiate Programs

There is a clear need for long-term strategies for the recruitment of candidates from underrepresented groups into the teaching profession. The data in Section 1 show that the natural "pipelines" for students from underrepresented groups to enter the teaching profession have hemorrhages in several places. To repair these pathways would require that we wait more years than our next two or three generations of school children can afford. Long-term financial support needs to be provided to university programs such as the Teacher Diversity Programs described in Section 3. Alternative programs, also described in Section 3, are also important because they also recruit high percentages of candidates from underrepresented groups. Nationwide recruiting has been tried, but it is expensive and not very productive in resolving problems of diversity. In one southern state, the author attended one "job fair" where the candidates available for out-of-state hiring were outnumbered by out-of-state recruiters! Because of these difficulties and challenges, many school districts in California have realized that they must "grow their own" teachers. A study by the Tomás Rivera Center points to the need to begin early.

> *To increase the number of Latino teachers, we need to begin recruiting students to the teaching profession early in their educational career.*[57]

FUTURE EDUCATOR CLUBS

In 1986, the Legislature expressed support for Teachers of Tomorrow Clubs:

> *This measure would request teachers, administrators, and education organizations to initiate the formation of California Teachers of Tomorrow clubs to encourage students to pursue a career in the teaching profession, the State Department of Education to develop guidelines for their formation, and postsecondary institutions to initiate certain programs to interest and support high school students in pursuing a teaching career.*[58]

Several clubs were formed following passage of the above resolution, but by 1993 it was difficult to identify many Future Educator Clubs in the state. The Commission had to contact the Future Educator Clubs headquarters in Atlanta, Georgia to obtain a list of 41 club sponsors in California. Sixteen of these clubs were in Los Angeles, and 11 were in the San Francisco Bay area. Some of the clubs in California are linked to the California State University Teacher Diversity Grants. Examples of these CSU programs at Dominguez Hills and Fresno have been described in Section 3.

The Geraldine R. Dodge Foundation

Over the last six years, the Geraldine R. Dodge Foundation has provided grants nationwide totaling $109,656 for various "Celebrations of Teaching" to encourage the recruiting of high ability and diverse youth into the teaching profession. Fifteen future educator clubs in California have received $1,000 grants to support their start-up activities. Celebration of Teaching programs have supported such activities as panel discussions, roundtable discussions, role-playing activities, micro-teaching activities, tutoring, and shadowing of experienced teachers. Future Educator Clubs in California which have received grants from the Geraldine R. Dodge Foundation include:

- Archdiocese of Los Angeles
- Bell High School, Los Angeles
- California State Polytechnic University, Pomona
- Chaffey Joint Union High School District, Ontario
- Encinitas Union School District, San Diego
- Garfield High School, Los Angeles
- Gaspar de Portola Middle School, San Diego
- Hoopa Valley High School, Humboldt
- Independence High School, San Jose
- Long Beach Unified School District, Long Beach
- Marshall Fundamental Secondary School, Pasadena
- San Benito County Office of Education, Hollister
- San Juan Unified School District, Sacramento
- Santa Monica-Malibu Unified School District, Santa Monica
- South Humboldt Unified School District, Arcata

In an attempt to identify future educator clubs for precollegiate students, in June, 1993, the Commission sent a questionnaire to California club sponsors that had been identified by the Atlanta National Center for Future Educators. The questionnaire was also sent to the clubs that received funding from the Geraldine R. Dodge Foundation. A copy of this questionnaire is in Appendix 1.

The fifteen responses to this questionnaire confirmed reports of a reduction in the activities of a number of clubs throughout the State. Sponsors at 12 of the clubs expected to continue activities, two did not, and one replied "maybe". Most of the clubs were established in 1990, and two were established in 1991. The size of the clubs varies, but most reported nine or ten members, with three clubs reporting more than 20 members. Seven of the sponsors said that assigned time had originally been awarded to the sponsor, but six reported the original assigned time had been withdrawn. Ten clubs had received funding, including eight clubs that received $1,000 one-time establishment grants from the Geraldine Dodge Foundation. Small donations such as meals for a leadership camp were provided by one university and a bus for campus visits was provided in another case. One club received a one-time NEA grant through United Educators of San Francisco. One club received private donations and two clubs mentioned that club members raised funds.

A number of future educator programs receive support from school districts, especially large urban districts. The Los Angeles and San Diego Unified School Districts have a number of such programs and provide a credit class on teaching for students who wish to enroll. Over 200 members belong to the 15 San Diego Clubs at senior, middle, and junior high schools. Nineteen club members have received scholarships of $1000 per year to attend community colleges, or $2,500 to attend four-year colleges. Scholarships are renewable. The purpose of the Teacher Education Scholarship Program is to recruit and provide incentives to promising high school students so the teaching profession can benefit from their talents.[70] Application details for this program are provided in Appendix 4.

Impact of Clubs

Nine of the 15 respondents to the Commission's survey stated the clubs encourage young people to consider teaching as a possible career. Other useful functions of the clubs are: exposure to college campus, working and sharing with others, cross-age tutoring, tutor training, helping some to see education as an unacceptable career choice, lesson planning, attendance at a national conference, and field trips to familiarize students with a college campus. In response to a question which sought to discover whether club networks existed, 11 replied they had not had any contacts from within California. Three sponsors had received information from the National Center in Atlanta. One club sponsor asked, "What about a newsletter with articles from clubs and perhaps state-funded conferences for club officers?" Another sponsor reported on a very active club at a middle school in which students had taken trips to the National Conference of the Future Educators of America in Los Angeles, and had visited college campuses there. This sponsor stated, "I believe the response would be better if teachers were given either time or funding to organize and sponsor such activities."

A California Teacher of the Year nominee wrote that until she had been asked to speak to the national conference in 1992, she had been unaware of future educator clubs. She said she would like to start a club in her district.

The responses to this survey were consistent in indicating that few resources are allocated to support the clubs. Following the Assembly Concurrent Resolution of 198€, there was a short period when clubs were formed at many schools. Lack of assigned time from school districts, discontinued funding for sponsors, and the lack of a state network for communication and support account for the diminishing activity of Future Educator Clubs in California. It is clear that some form of networking is needed if California is to encourage precollegiate teacher recruitment activities. This could be particularly helpful at a time when the CSU Teacher Diversity Programs are developing new Future Teacher Clubs.

A Successful Future Teachers Club

The Teacher Diversity Grant at California State University, San Bernardino, supports a Future Teachers Club at Rialto Middle School. Faculty from the School of Education at CSU San Bernardino support the program through visits. About 20 seventh and eighth grade students have been taught to prepare lessons and to teach in elementary classrooms. When the students are off-track from their year-round school they teach at local elementary schools for a stipend of $25 a day. The students are videotaped and coached and, as they became enthusiastic about teaching, they are motivated to master the basic skills in mathematics and English they often lack. Adrienne Hernandez, an eighth grader writes in her diary:

> *April 5 The sub (substitute teacher) had me do math champ and let me read to them. When the class would not listen to the sub I would tell them to be quiet and they would.*
>
> *April 9 I went up there and I taught them graphing. My feelings were sure about myself and I learned one thing: I know it is not easy to plan a lesson.*[59]

The first sponsor of this Future Teachers Club was the school's English as a Second Language coordinator. She worked hard with students and teachers to ensure that students from underrepresented groups were able to work in mainstream classes and were not kept in sheltered classes on the assumption that they would never go to college. About 50 percent of the parents of these students attend regular parent meetings that inform them about procedures to ensure that their children gain entry to college. The sponsor of this club is convinced that high school seniors from underrepresented groups suffer from a lack of information about college entry requirements, and do not form effective study habits. The resulting loss of self-concept, she feels, deters these students from making a serious attempt to enter college. She works on these issues in the seventh and eighth grades.

TEACHER ACADEMIES

Crenshaw High School Teaching Magnet

Since 1986, a very effective Teacher Academy has operated at Crenshaw High School in Los Angeles. The Crenshaw High School Teaching Magnet Program, located in the riot-torn area of Los Angeles, was visited by the writer of this report only two weeks after the "Rodney King riots" and yet it was immediately clear that the school was calm and functioning normally. The personality of the principal appeared to be a major factor in this controlled and supportive learning environment.

The magnet program was created to attract inner-city students into the teaching profession. The three-year high school program provides experiences which help young people determine if they are suited to teaching. On completing the program, students qualify for entry to the University of California or the California State University. By 1991, the program had doubled in size and 250 students were enrolled from various parts of Los Angeles. The author observed a class on the U.S. Constitution, which totally engaged the students with its Los Angeles-relevant applications of concepts of justice and liberty for all. Similarly exciting was a tour of the biology laboratory conducted by four students. One of the students explained (in a mature teacher's tone) that it was necessary to take the rabbits, ducks, snakes, and frogs into elementary classrooms because many of "these kids have never seen or handled real animals"!

Students in the magnet program learn to instruct classes and to plan their own studies. Teachers were highly enthusiastic about the challenge of the program and the achievements of the students. The program can lead to teaching, but it also serves a wider purpose in offering a sound curriculum and self-esteem to its pupils. Partnerships with CSULA and UCLA help Crenshaw to provide tutoring programs in basic skills for its academy students, school site student teaching experiences, and coordinated staff development for the teaching faculty.

Independence High School Teaching Academy

The East Side Union High School District in San Jose offers magnet programs to create more diversified school site enrollments. The Teaching Academy at Independence High School is one of these magnet programs. It consists of classes in child development, basic learning theories, and classroom presentation skills.

The program provides opportunities to practice teaching skills in elementary school classrooms. As freshmen, the students teach one hour a week in a practicum; as sophomores, they teach five hours a week; and as seniors, they teach ten hours a week. Summer school classes are offered to help students to prepare for SAT examinations and to write more effectively. Awards nights for student achievement attract good support from parents. Support for the program is offered by faculty from the three neighboring institutions of Santa Clara University, San Jose State University, and Stanford University.

The Independence High School Teaching Academy attracted over 60 students in its first year, recruited from 20 middle schools in the area. Of the original 60 students, 25 remained as seniors in 1993. The 1994 senior class will total 35 students. In a number of cases, parents apparently saw the program less as a teacher recruitment opportunity and more as offering an academic stream at the most prestigious high school in the district and enhancing college entry possibilities. In the last four years, 4,000 elementary students have been exposed to members of this program and have seen motivated high school students to whom they can relate as role models.

Negative Peer Pressure

A troubling concern surfaced in discussion with teachers during the visit to Independence High School, and was also raised in several other locations. Three female students in the program recently reported they were withdrawing because of the derision they received from former friends about becoming good scholars and wanting to teach. Other reports were received of the difficulty of motivating some students to do the necessary academic work to prepare to become a teacher. A recent report tells of the work of researcher Signithia Fordham in her four years of undercover observations in a Washington D.C. high school. After analyzing her data, Fordham concluded that the students she studied:

> *often did poorly in school because they could not reconcile being academically successful with being Black. Just when students gained in terms of academic achievement, they feared losing in terms of racial identity. They did not believe academic success would gain them acceptance by White Americans, but they did believe it would alienate them from other Blacks, and, by obtaining it, they would be "left, forever, sitting on the fence."*[60]

Precollegiate programs such as future educator clubs and teacher academies can greatly enhance the possibilities for students from underrepresented groups to prepare for the teaching profession. Networks between clubs and their sponsors and support funding for club activities and sponsors are needed in California. The model in Dade County, Florida, is a good one, with 10,000 student members of district-supported future educator clubs. The words of Otis, a Dade member, illustrate well the impact such programs can have.

It was during my junior year in high school. I was leading a class as an intern teacher-one of the activities of our Future Educators of America Chapter and I had their full attention for algebra! Someone stopped me and said, "You know, you're doing a great job. I think you'd make a good teacher. In fact, you'd be better than the teacher." So I thought, 'Okay, I can do this.'[61]

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SECTION 5

TEACHER RECRUITMENT MODELS FROM OTHER STATES

The recruitment of teachers from underrepresented groups is a national concern. Some states have addressed the problem on a statewide basis. Others have developed individual programs as California has done. The first state to tackle the problem in a coordinated way was South Carolina. The South Carolina model is the best known teacher recruitment model in the country.

South Carolina Center for Teacher Recruitment

The South Carolina Center for Teacher Recruitment grew out of a 1991 report by an Educator Recruitment Task Force. The report spoke of a mismatch between the state's student body, which was 43 percent non-White, and the teacher work force, in which underrepresented groups had dropped from 30 percent in 1974 to less than 20 percent in 1991. The Task Force recommended the use of state funds, granted under the South Carolina Education Improvement Act of 1984, to form a Center for Teacher Recruitment. Winthrop College proposed to house the Center with the understanding that it would serve the whole state. The Center began operations in February, 1986, and receives an annual state appropriation funded by a special sales tax. The 1987-88 fiscal year grant for the Center was $540,000, and this appropriation increased to $886,396 in the 1992-93 fiscal year.[62]

Problems Addressed by the Center

The mission of the Center includes plans to address the following problems:

- there was difficulty in recruiting well qualified teachers in rural schools,
- only 17 percent of the state's teachers were male,
- there were major shortages in the areas of special education, speech clinician, foreign languages, mathematics, chemistry, physics, home economics, and library science, and
- the SAT scores of teacher candidates were thirty points below the average for all state students.

Programs

Funding now supports five teachers in residence who each manage one of the major programs. Each state Teacher of the Year joins the staff of the Center for one year. A number of programs are offered through the coordination of the center.

The **Teacher Cadet Program** is a year long high school course in education for talented high school juniors and seniors. It involves daily classroom activities and field experiences. The activities occur on a school site with which a nearby college or university has formed a supporting partnership. During the 1991-92 school year, 121 high schools offered the course to 1,801 students who had grade point averages of 3.0 or better. The Center offers in-service activities throughout the United States for sponsors of cadet teacher clubs. (One seminar was held at Sonoma State University and the other in the New Haven Unified School District, Union City).

The **ProTeam Program** began in 1989, to recruit more minority students from middle schools. Supported by private foundation grants, the program focuses on four areas to interest minority students in college and teaching: self-esteem development, working in groups, helping others, and dreaming/goal setting about college and a professional education career. The pilot group began on 22 sites. By 1992, 53 sites were in operation serving 1,200 students. A one-year course is offered as well as an accompanying Pro Team Club membership. A parent seminar is an integral part of the program.

The **College Help Line** is a 1-800 telephone line that offers counseling to students who would otherwise know little about how to enter college or gain financial support. Teacher Cadets and other students gain information and assistance from this help line.

Minority Teacher Recruitment is an office that sponsors annual career exploration conferences for minority students. Seven hundred students attended the 1991 conference.

The **Summer Teaching Careers Institute** is an intensive week-long program to serve 50 high school juniors who have expressed an interest in teaching as a possible career goal.

The **Teacher Job Bank** helps school districts and newly-graduated job seekers match up their interests through use of a computer data bank.

The **South Carolina Expo for Teacher Recruitment** matches teacher job seekers with district vacancies. Fifty-four South Carolina school districts and 950 teachers from 40 states participated in the 1992 Expo.

The **South Carolina Teacher Forum** sponsors in-service activities for outstanding teachers and aims at retaining these teachers in the profession. Membership is for all teachers designated Teacher of the Year by their school districts.

Summer Institutes were begun in the 1991-92 school year aimed specifically to attract Black males to the teaching profession. Two-week programs were offered for 100 young men. Following is an extract from the journal of one of them.

Wednesday we taught some little kids at the Smith-Jones Center . . I think they really took us as role models. It was a great experience . . . It made me think maybe if we could go through life and strive for greatness in life that we would have more of our young Blacks focus on life instead of looking the wrong way.[63]

The Oklahoma Minority Teacher Recruitment Center

Following a report from the Legislature's Minority Needs Assessment Committee, the Oklahoma Minority Teacher Recruitment Center was created. Patterned after the South Carolina Center, programs established by the Oklahoma Minority Teacher Recruitment Center are described below.[64]

The **Teacher Cadet Program** exposes high school and junior high students to careers in education through class discussion, observation, and participation in public school classrooms and interaction with successful administrators and teachers. **College Support Services** will pair eight colleges of education across the state in collaborative efforts with school districts who offer the program.

The **Minority Educator Information Service** is developing a data base to match possible in-state and out-of-state candidates for teaching positions with district hiring needs.

The **ProTeam** will adapt the South Carolina middle school program for use in middle and junior high schools in Oklahoma.

A **Mentor Program** is being planned to bring community speakers and minority role models to talk to students in the Teacher Cadet and Pro Team programs.

Conferences were hosted by the Center to inform districts of the new Center and to encourage their involvement in its programs.

Multicultural Education Training Standards are being established for teacher preparation programs in the state.

The Oklahoma Legislature approved a budget of $233,928 for the Center in the 1991-91 fiscal year.

Teacher Recruitment Programs in Other States

Arkansas

A program which seeks to directly recruit high school graduates into teaching is offered at Arkansas State University as a summer academy. The stated goals of the academy are for future teachers to:

- be knowledgeable about intrinsic and extrinsic rewards for teachers,
- become aware of ASU's teacher education program and the collegiate environment,
- understand the academic requirements for earning a Bachelors of Science in Education and for teacher certification in Arkansas,
- meet, interact, and set-up a network with peers of various backgrounds from across the ASU service area,
- interact with teacher-education majors, and professors in the teacher-education programs, and
- become acquainted with the characteristics of effective teachers.[65]

Colorado

The Navajo Nation/Ford Foundation Teacher Education Program operates out of the University of Northern Colorado in Greeley. Its purpose is to assist and support the Navajo Nation in identifying and developing Navajo youth who express an interest in becoming teachers. Students enrolled in grades eight, nine, and ten are invited to participate in a two-week orientation program on the UNC campus. Faculty members from UNC visit across the Navajo Nation to involve parents in the orientation to this program.[66]

Florida

The State of Florida is a leader in the development of Future Educators Clubs. The program started in 1984, and the idea was incorporated into the labor contract between the Dade County Public Schools and the United Teachers of Dade. By the end of the 1986-87 school year, chapters had been established in every public senior and junior high school in the state's largest county/school district, and the Florida Legislature authorized the Department of Education to award scholarships to students who declared an intent to teach. The Department established a Teacher Referral and Recruitment Service to produce career guidance materials about teaching and an activity booklet to assist club sponsors. In 1987, the Miami-Dade Community College held an open house for members of Future Educators Clubs and, with the financial support of Florida Power and Light Company, provided scholarships to outstanding club members. The Club's brochure states " Studies have shown us that the overwhelming number of people entering the teaching profession are from middle income families and just below middle income."[67]

Scholarships are awarded for $4,000 for each of four years to students who meet entrance requirements and commit to teach. Another scholarship of $500 is awarded from another public gift to one graduating senior intending to teach from every Dade high school. Subsequently, the donor announced a further $500 to every scholarship winner who returned to Dade County to start his or her teaching career. Florida International University is an important part of the program with conducted campus visits and mini-workshops for over 400 members of Future Educator Clubs.

Michigan

The Young Educators Society (YES) of Michigan was established in 1987, and has set a pattern for collaboration between universities and school districts. It serves as a catalyst for joint recruiting efforts by teacher education institutions, professional education organizations, the State Department of Education, and related agencies.[68]

Ohio

The Ohio Department of Education has formed a Minority Recruitment Consortium which includes the Ohio Department of Education, the Ohio Board of Regents, the Ohio School Counselor Association, Phi Delta Kappa International, and the Teaching Leadership Consortium of Ohio. The Consortium provides an annual summer Camp Attracting Prospective Educators (CAPE) on the campus of Miami University, Ohio. The camp is designed to provide an awareness of teaching as a career alternative to juniors in high school. Forty-nine students participated in the first camp in 1992.[69]

Washington

Basic funding for clubs is provided through a public supported non-profit organization founded on August 1, 1993. Funding is provided by the school districts and state education associations. For example, the Washington state program, Teachers Recruiting Future Teachers, lists the following contributions: Legislature $50,000; The Boeing Company $45,000; Washington Mutual $10,000; Washington Education Association $4,500; and The Medina Foundation $1,500. Participating school districts provide .2 FTE to support personnel to provide the training and to implement the program.[70]

The state of Washington recently decided to develop a teacher recruitment center based on the South Carolina and Oklahoma models. Among the recommendations of the study recommending the center are:

- establish an information clearing house about programs, research, state legislation, and policy-making activities,
- establish a research agenda,
- press for systemic and institutional change at the local, state, and national level; and work with other groups in the reform movement (including The American Association of Colleges of Teacher Education, The Association of Teacher Educators, The Education Commission of the States, and The Council of Chief State School Officers),
- make technical assistance available to new and existing programs,
- ensure adequate evaluation procedures, and
- make funding available to expand the most promising programs and replicate them on other sites.

Wisconsin

Future Educators of Wisconsin groups are sponsored by the Wisconsin Department of Public Instruction. Teacher World is a week long program with two components. The first component allows 100 students to explore teaching as a career at a workshop held on the campus of the University of Wisconsin, LaCrosse and co-sponsored by the LaCrosse Area Chamber of Commerce. The second provides an institute for 20 outstanding teachers from the state to share teaching strategies and program ideas. A brochure produced by the state department provides guidance to sponsors of Future Educator Clubs.[71]

Summerbridge

Based in San Francisco, California, Summerbridge National, since July 1991, has provided a nationwide network of 26 programs to provide a comprehensive summer teaching experience for talented high school and college students attending private schools.[72] The first Summerbridge program was held in 1978, at San Francisco University High School and became the model for the national programs. The recruitment brochure states: "Teaching at Summerbridge offers many rewards, but none of them are financial." Programs were offered in 1994, in the following locations:

Cambridge, MA
Cincinatti, OH
Concord, MA
Fort Worth, TX
Honolulu, HI
Island School, Hong Kong
Kansas City, MO
La Jolla, CA
Lehigh Valley, Bethlehem, PA
Los Angeles, CA
Louisville, KY
Manchester, NH
Miami, FL
New Haven, CT
New Orleans, LA
Norfolk, VA
Portland, OR
Providence, RI
Riverdale, NY
Ross, CA
Sacramento, CA
San Francisco, CA
Sewickley, PA
Wake County, Raleigh, NC

The Summerbridge program trains high school juniors and seniors intensively in teaching techniques. These tutors provide instruction during the summer in a variety of subjects, arts, crafts, and sports activities to fifth and sixth grade students from private and public schools. Programs are sponsored on the campuses of private schools and are tuition-free two- or three-year programs. A study of graduates of Summerbridge programs reveals that 64 percent of the college age tutors in this program later entered teacher education programs.[73]

Programs such as Summerbridge are attacking the strategic spot where many students, including students from under-represented groups, find their futures determined. Summerbridge gives special attention to helping students prepare to enter college bound courses at their high schools. A well trained tutoring staff provides an orientation to a career in teaching.

RECRUITING NEW TEACHERS, INC.

Recruiting New Teachers, Inc. based in Belmont, Maryland, is a privately-funded sponsor of a long-term initiative to recruit quality candidates, with special emphasis on students from under-represented groups, into teaching. The non-profit organization is supported by the De Witt Wallace Reader's Digest Fund with the aim of helping youth fulfill their educational and career aspirations. Recruiting New Teachers, Inc. has given attention to teaching as a career:

"Because teaching is the profession that shapes America's future, Recruiting New Teachers, Inc. is committed to building the capable, diverse, and dedicated teacher workforce the nation needs."[74]

Findings from the organization's recent nationwide study on precollegiate teacher recruitment activities help to paint the national picture.

> *The teaching challenge facing the nation is not simply a question of numbers. Our classrooms need different kinds of teachers, and these programs present opportunities to help develop a new form of teacher education: clinically-based; inter-disciplinary; modeling cooperative learning strategies, peer tutoring, and hands-on experiential approaches; paying greater attention to individual teaching and learning styles; and linked more effectively to the collegiate experience. These are opportunities too important to neglect.*[75]

The study quotes national figures to show the likely decline in numbers of teachers from under-represented groups. Their data show that 10 percent of the current national teaching force is from underrepresented groups, while 8 percent of the teachers in training are from this group. At the same time, 30 percent of the school population (K-12) is from underrepresented groups. The report also quotes recent studies showing that:

> *. . . career choices are often made at a much younger age than previously thought and that teachers have a persuasive role in determining whether a young person enters the teaching profession.*

Recruiting New Teachers, Inc. sponsored a national conference in Coral Gables in May, 1993, entitled "Reach Out: Teach" with the aim of establishing a national network between educators who work with precollegiate programs. The conference revealed East Coast and Southeast networks of people who are developing programs and supporting each other for this purpose. It also showed that no such network exists in the Western part of the United States. As a result of this realization, the ten California attendees at the Coral Gables conference determined to initiate action to raise California's consciousness of the need to seek greater diversity in its teaching force. The planning of this group with active involvement and funding by Recruiting New Teachers, Inc. led to the Los Angeles Forum described on the following page.

Los Angeles Forum

As an outgrowth of the Coral Gables Conference, Recruiting New Teachers, Inc. and the California Commission on Teacher Credentialing co-sponsored a forum on April 23, 1994, in Los Angeles. A copy of the agenda is provided in Appendix C. The Forum provided high profile support for the objective of increasing the diversity of the teaching force in California. The state's Secretary for Child Development and Education, Maureen DiMarco, opened the conference; and highly supportive addresses were given by Senator Teresa Hughes, Assemblywoman Margaret Archie-Hudson, and Los Angeles Unified School District Board President Leticia Quezada. All three speakers affirmed their commitment and their interest in furthering the diversity of the teaching force in California. In order to facilitate group discussions and to hold down the cost of the Forum, attendance was by invitation only and was concentrated in the Los Angeles area, although state-wide issues were included in the discussions. One of the major aims of the Forum was to bring together university faculty and administration, school district representatives, teachers, private project directors, the national staff of Recruiting New Teachers, Inc., several Commissioners from the California Commission on Teacher Credentialing, and staff of the California Department of Education. The success of the day-long Forum was attested to by the development of the following set of recommendations which were later adopted by the California Commission on Teacher Credentialing.

Recommendations Regarding the April 23, 1994 Forum

- The Commission should support Assembly Bill 3756 (Solis) as an avenue for establishing a recruitment center to address California's needs to recruit highly qualified and diverse persons into the teaching profession.
- The Commission should actively support ongoing collaboration and networking among the stakeholders in the community of teacher education in the state of California.
- The Commission should support, within its means, the formalization of a continuing forum on recruiting a diverse and qualified teacher workforce for California. Under this structure, subcommittees on specific issues (such as articulation, retention, etc.) should develop positions for consideration by the forum for presentation to the Commission.
- Paraprofessionals and high school students should be regarded as important pools for teacher recruitment, and outreach programs to identify, encourage and mentor them should be established.

- With input from its statewide SB 1422 networks, the Commission should develop a system of teacher certification which removes obstacles or barriers, real or perceived, that prevent or hinder the development and training of a diverse pool of teachers.
- The Commission should seek to establish collaboration among local education authorities, community colleges, university centers and colleges of education to better serve the needs of the individual candidates for the teaching profession.
- The Commission should recognize that students develop notions about future life/career choices early in their education and should support the development of a teaching career path in elementary and secondary schools. The Commission could utilize federal school-to-work funds and the Tech Prep movement as vehicles for the development of this career path.
- The Commission should seek to expand beginning teacher support programs; and recommend increased funding for mentoring, inservice, and staff development. Beginning teacher support should be designed to further diversify the teaching force and should be encouraged to provide support during the first year and begin assessment during the second year.
- The credentialing system of the future should improve the quality of teacher preparation while maintaining the ability and flexibility to adequately staff all schools with diversity and excellence.
- The Commission should take responsibility for increasing the number of minority teachers in California by capitalizing on the nation wide school reform agenda which now exists. Specifically, the Commission should support teacher education programs that demonstrate high promise for increasing the number of minority teachers and, in addition, support the connection of their efforts with programs that focus on:
  - communities and families as well as students (integrated services),
  - high performance standards for all students,
  - schools and districts that are willing to hold themselves accountable for the high performance of all their students,
  - institutions willing to hold themselves accountable for "opportunity to learn", and
  - students' progress to the world of work as well as progress in institutions of higher education (school-to-work).

Section 5 Footnotes

62 South Carolina Center for Teacher Recruitment. Canterbury House, Beck Hill, South Carolina.

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69 Ohio Minority Recruitment Consortium. (1993). Notice of second annual _____.

70 Teachers Recruiting Future Teachers. Brochure. 15675 Ambaum Boulevard, Seattle, Washington.

71 Wisconsin Department of Public Instruction. (DATE). Op c. t.

72 Summerbridge National. (1993). 3101 Washington Street, San Francisco, California.

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75 Ibid.

SECTION 6

RESEARCH FINDINGS

Statement of Need

The need to diversify the California teaching profession is widely accepted. Action should be taken with careful deliberation, but as soon as possible. Action is required on two fronts - short-term programs that recruit adults and long-term programs that expand the "pipelines" into teaching.

Lack of Statewide Plan

A number of excellent individual programs have been developed in some locations. The means to coordinate their efforts and to improve programs as the result of shared experience or gathered data are not available, however. A systemic view of statewide long-term remedies has not been developed. These remedies require better linkages between various levels of education and more shared information about projects that are proving successful in California and other states of the country.

Mixed Data

From various official sources, teacher data and candidate data are collected and classified differently. Data elements from one source do not match those gathered from other sources. As a result of the lack of compatibility of data, it is not possible to develop satisfactory longitudinal studies. Consistent procedures for gathering data need to be agreed upon by all educational institutions in California.

The Key Recruitment Element

The point most frequently emphasized about the recruitment of members of underrepresented groups into teaching is that continued financial help and academic advice are essential. "The most effective recruiting strategy was through scholarship awareness," claimed a researcher in Texas.[76]

A study at California State University, Fullerton, makes the case clearly. Two-thirds of the class of sixty-six instructional aides indicated that their greatest roadblock to becoming a teacher was the expense of college attendance. Forty-two percent of the respondents stated that the second major roadblock was lack of knowledge of which courses were appropriate. The investigators concluded:

> *We found that instructional aides in our project will require years of education before they enter the professional preparation program at the university. After two years of implementation, only 7 percent of the aides are currently enrolled in classes in the university. The great majority are enrolled at the community college. Because they are part-time students, the rate of progress is slow. We see ourselves involved with these individuals for many years to come. Any institution planning to undertake a similar recruitment program should expect to provide long-term commitment to those recruited.*[77]

Commitment and Its Effects

During this study, the Commission's staff visited many teacher recruitment programs. Every successful program has the strong support of a committed faculty member or teacher, most often the leader of the program. Committed teachers, professors, and administrators run future educator clubs, recruit paraprofessionals to teaching and advise undergraduate students. The enthusiasm of these people is infectious. It makes the difference between vibrant programs and ones that soon fold.

The concomitant to this personal vitality is that exhaustion often sets in and key personnel move out of programs. Lack of assigned time or salaries is one problem. Another problem arises from a lack of recognition by peers, by principals or deans, or by superintendents or boards. Lack of recognition by promotion and tenure committees leads to the "fading out" or direct loss of program leaders who have donated time to their programs. Over the long haul, program leaders need to know that their work is valued and rewarded on a par with other significant work in education.

Programs that Succeed

The national literature provides guidance about program elements that make a positive difference in the recruitment of members of underrepresented groups into the teaching profession. Haberman[78] sees it as essential to:

- provide a career ladder for members of minority groups who have college degrees and now serve as paraprofessionals in urban schools,
- form working partnerships between two-year colleges and four-year institutions, and

- redefine the length and nature of the employment of teachers to recognize part-time or job-sharing employment as appropriate for single parents who could also be teachers.

Sufficient experience has been gained throughout the country to verify that successful programs do the following:

- Help students obtain the funds necessary to support their studies and their families where needed.
- Provide institutional collaboration between all levels of education (preschool through graduate school).
- Provide academic advice and basic skills tutoring.
- Provide supervision for internships and other field experiences.
- Provide support for staff who sponsor future educator clubs and activities.
- Hold high expectations for all students.
- Support students to plan their programs so they will fulfill all application and entrance requirements.
- Provide sufficient attention to program evaluation, which leads to program improvements.

Advice to Legislators and Others

At group and individual interviews, the author of this report asked interviewees if they had specific advice for legislators and others about the diversification of California's teaching profession. The responses below were recorded.

From State College Education Faculty

- Provide consistent financial support to students; drop-outs most frequently occur when financial support is withdrawn.
- Establish scholarships specifically for teacher education candidates.
- Ensure that students from underrepresented groups are fully represented in college algebra classes at high school.
- Avoid tracking in junior and senior high schools so all have access to college preparation classes.
- Provide state funding to colleges for classes on basic skills.
- Fund positions for professionals to coordinate the activities of different institutions (high schools, community colleges, four year colleges, schools of education).

- Review budget cuts that have eliminated classes for teacher education candidates at state institutions.
- Provide funds for university students from minority groups to tutor students in high schools.

From School District Personnel

- Develop more programs to improve basic skills in junior high schools.
- Provide funding for staff time and effort to support future educator clubs.
- Allow greater autonomy for local schools to prepare their own teachers.
- Ensure that programs at state-funded universities respond adequately to the need for minority teachers.

Summary of Research Findings

1. There is a need for consistency and uniformity in teacher data elements that are assembled by various educational institutions.
2. There is a need for systematic, data-based studies to identify the most effective recruitment strategies for different underrepresented groups.
3. There is a need for permanent funding to support the costs of programs that identify, guide, assist, and prepare teachers from underrepresented groups.
4. There is a particular need for state or federal funds to provide long-term financial assistance so members of underrepresented groups can pay the escalating costs of postsecondary education.
5. There is a need to recognize, value, and reward the energetic efforts of teachers and other educators who guide, assist, and advise prospective teachers from underrepresented groups.

The study suggests that, when these needs are met systematically, teacher diversity can be achieved by expanding the "pipelines" into teaching, and without undermining teacher quality.

Section 6 Footnotes

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76 Contreras, Gloria and Willis L. Nicklas. (Spring, 1993). Attracting minority community/junior college students to teaching. Action In Teacher Education, Vol. XV, No. 1, p. 1-6.

77 Yopp, R. H., H. K. Yopp, and H. P. Taylor. (Summer, 1992). Profiles and Viewpoints of minority candidates in a teacher diversity project. Teacher Education Quarter, p. 29-47.

90 Haberman, Martin. (1989). More minority teachers. Phi Delta Kappan, 70, pp. 771-776.

SECTION 7

POLICY RECOMMENDATIONS

After considering the research findings and analyzing successful programs in California and nationwide, the following are the recommendations of this study.

1. ESTABLISH AN ADVISORY PANEL

An **Advisory Panel** should be formed to consider the recommendations that follow and, within one year, make specific recommendations for systemic, statewide action. The Teacher Recruitment Advisory Panel should report to the California Commission on Teacher Credentialing, and should consist of no more than eleven persons. The following interests should be represented on the Advisory Panel.

- California Commission on Teacher Credentialing
- California Department of Education
- classroom teachers
- prospective teachers
- school principals
- professors of teacher education
- professors of undergraduate education
- The California State University
- The University of California
- The Association of Independent California Colleges and Universities
- California Community Colleges

2. ESTABLISH A TEACHER RECRUITMENT CENTER

The California Commission on Teacher Credentialing should establish a **Teacher Recruitment Center** to implement the recommendations of the Teacher Recruitment Advisory Panel. The South Carolina model is recommended for analysis and possible adoption.

The California Center should be under the supervision of the Executive Director, Commission on Teacher Credentialing, in consultation with the California Department of Education. The Center should:

- Act as a statewide planning agency for the recruitment of teachers.
- Serve as a clearinghouse for information on programs and projects that contribute to teacher recruitment and diversity.
- Carry out needs assessments of shortage areas and of the status of teacher diversity efforts.
- Provide annual reports on shortage areas and of progress in the diversification of the teaching force.
- Serve as an advisory center for programs that currently work with paraprofessionals, career change candidates, and groups of high school students.
- Develop relevant policy recommendations for the Commission on Teacher Credentialing and the Legislature.

3. ESTABLISH COMPATIBLE STATEWIDE DATA COLLECTION PROCEDURES

A common set of **data collection** procedures and classifications should be established for the collection of teacher recruitment data throughout the California educational system. This reform would permit longitudinal studies and support long-term statewide planning. The development and utilization of uniform data elements and procedures should be a leadership function of the Teacher Recruitment Advisory Panel and the Teacher Recruitment Center.

4. SUPPORT TEACHER DIVERSITY PROGRAMS

Funding should be provided to continue Teacher Diversity Programs at California State University campuses that collaborate with school districts, county offices of education, and community colleges in expanding the "pipelines" toward teaching for K-12 students, community college students, school paraprofessionals, and adults who are changing careers. Collaborative internships should be included in each funded program.

5. SUPPORT PARAPROFESSIONAL RECRUITMENT PROGRAMS

Support should be continued and expanded for programs that recruit school paraprofessionals into the teaching profession. The paraprofessional work force is more diverse than the current teaching profession. Paraprofessionals can become motivated and experienced candidates, but reliable and continuous financial support is the key to developing this resource.

6. DEVELOP A NETWORK OF FUTURE EDUCATOR CLUBS

Support and statewide linkages should be provided to sponsors of future educator clubs. High school clubs can play a major role in motivating talented young people from underrepresented groups to consider a career in teaching.

7. INSTITUTE LONGITUDINAL STUDIES

Studies of cohorts of student members of Future Educator Clubs through their completion of credentialing requirements should be commissioned. These studies should identify the support that students need to pursue their intent to enter the teaching profession.

8. REQUIRE QUALITY ASSURANCE FOR ALL PROGRAMS

All programs for the preparation of teachers in California, including district and university internship programs, should be required to meet state standards. Established programs should undergo periodic review by properly constituted state professional accreditation teams. Alternative programs for the recruitment of mature and career change professionals into the teaching profession should be supported and funded.

Appendix 1

- **Survey sent to all Teacher Recruitment Programs in California (January, 1992)**
- **Follow-up Survey sent to Deans and Directors of Teacher Education Programs, CSU Campuses (January 5, 1993)**
- **Second Follow-up Survey sent to Deans and Directors of Teacher Education Programs, CSU Campuses (May 27, 1994)**
- **Survey sent to Identified California Future Educators of America Sponsors (June 18, 1994)**

SURVEY OF TEACHER RECRUITMENT EFFORTS
COMMISSION ON TEACHER CREDENTIALING
JANUARY 1992

Please return this survey by **February 28, 1992**, to:
COMMISSION ON TEACHER CREDENTIALING
1812 NINTH STREET
SACRAMENTO, CA 95814-7000

Name of Institution: _____

Questions 1 through 5 relate to efforts to recruit candidates (including but not limited to minority students) into basic TEACHER EDUCATION (multiple subjects and single subjects) programs on your campus.

1. Does your college/school/department of education recruit students who are currently enrolled at your institution into elementary or secondary teacher education programs?
   ❑ Yes ❑ No

   If yes, please indicate activities:
   ❑ arrange information meetings
   ❑ send mailings to targeted groups
   ❑ post notices
   ❑ work with student organizations
   ❑ others (please describe) _____

2. Does your institution have outreach activities to recruit candidates from **outside** the campus into elementary or secondary teacher education programs?
   ❑ Yes ❑ No

   If yes, to whom are your off-campus teacher education outreach and recruitment activities targeted?
   ❑ career change professionals
   ❑ military personnel or retirees
   ❑ community college students
   ❑ local school district paraprofessionals
   ❑ high school students
   ❑ middle/junior high school students
   ❑ elementary school students
   ❑ others (please specify): _____

3. Do your outreach or recruitment programs involve your college/school/department of education in collaborative efforts with other institutions or organizations?

❑ Yes ❑ No

If yes, please indicate those segments involved:

❑ public schools
❑ public school districts
❑ community colleges
❑ California State University
❑ business/corporations
❑ private schools
❑ county offices
❑ University of California
❑ foundations private/independent colleges

❑ others (please specify) _____

4. Please check any undergraduate subject or specially designated teacher education program that targets recruitment of students into the following specific areas:

Title of Program — Program Director (if any)

❑ Math _____

❑ Science _____

❑ English _____

❑ Computer Education _____

❑ Bilingual/crosscultural _____

❑ other (please specify) _____

The remaining questions address the specific topic of RECRUITMENT OF MINORITY STUDENTS into elementary or secondary teacher education programs.

5. Does your campus or the college/school/department of education have a task force or committee on *minority student recruitment?*

❑ Yes ❑ No

If yes, to which campus office does this task force report?

❑ President/Chancellor
❑ Dean of Student Services
❑ Dean of Education
❑ Academic Vice President/ Chancellor
❑ Other (please specify) _____

Please give the name of the chair of this task force or committee

_____

6. Does your campus or the college/school/department of education have *special admission policies or procedures* to specifically attract or admit minority candidates?

❑ Yes ❑ No

If yes, please describe (e.g., special admissions, priority processing of applications, etc.)_____

_____

_____

_____

7. Does the college/school/department of education provide ***support*** services for **minority** students in teacher education programs beyond those programs offered by the campus in general? (e.g. tutoring for CBEST, mentoring, scholarships, peer counseling, etc.)

❑ Yes ❑ No

If yes, please describe:_____

_____

_____

_____

8. What have been the major outcomes of special efforts to recruit **minority** or **majority** candidates into the multiple subjects or single subjects programs on your campus?

_____

_____

_____

_____

9. What is the racial/ethnic/gender background of the faculty in the college/school/department of education? Please fill in the total numbers in the appropriate spaces below:

(a) **Full-time Faculty**

____a) male
____b) female

____c) American Indian/Native American
____d) Asian
____e) Black/African American
____f) Mexican American
____g) Other Hispanic _____ (please specify)
____h) Pacific Islander
____i) Pilipino
____j) White or Caucasian
____k) other _____(please specify)
____l) not reported

(b) **Part-time Faculty**

____m) male
____n) female

____o) American Indian/Native American
____p) Asian
____q) Black/African American
____r) Mexican American
____s) Other Hispanic _____(please specify)
____t) Pacific Islander
____u) Pilipino
____v) White or Caucasian
____w) other _____(please specify)
____x) not reported

Please provide the name and position of any person on your campus that we might approach to gain information about the recruitment of students into teacher education programs or the recruitment of minority students into undergraduate programs on the campus.

_____

_____

Name of Person Filling Out This Survey_____

Position_____

Institution_____

Telephone_____

Please return this survey by **February 28, 1992**, to:
Dr. John G. McLevie
COMMISSION ON TEACHER CREDENTIALING
1812 NINTH STREET
SACRAMENTO, CA 95814-7000

COMMISSION ON TEACHER CREDENTIALING
1812 Ninth Street
Sacramento, California 95814-7000

RECEIVED
JAN 14 1993
DEAN'S OFFICE

January 5, 1993

Addressed to each Dean of Education
California State University Campus

The recruiting of the best possible candidates into teacher education is a goal which we believe that you and the Commission on Teacher Credentialing share. Therefore we are asking that you respond to the questions below to assist us in completing a report to the California Legislature. The report will identify some of the barriers for qualified candidates seeking to enter teacher education and it will draw attention to programs operated by colleges and universities which are designed to recruit teacher candidates from under-represented minority groups.

Last year we wrote to all California institutions which prepare elementary and secondary teachers and with your help we were able to identify and interview members of a considerable number of programs that seek to recruit members of minority groups into the teaching profession. If you have started any new program for this purpose this year we would like to know of it.

1. Could you please send a copy of the requirements for all candidates seeking entry to your multiple or single subjects programs. In most cases this may be a brochure given to applicants.

We would also welcome your general and specific comments to the questions below - all relate to multiple subjects and single subjects programs. Please return to Dr. John McLevie in the envelope provided. (Please add extra pages of responses if you wish)

2. Have you been able to continue the recruitment programs you had last year or have budget cuts eliminated or reduced them for the 1992-93 academic year?

3. What would you identify as the major barriers to **any** students (majority or minority) in seeking to enter your program?

4. Is there a waiting list or delay for students seeking to enter your multiple or single subjects program?

5. What is the total cost to a student for fees if he or she takes all the professional courses required by your program?

6. What would you identify as the major barriers to minority group members seeking to enter your programs?

7. Do you have suggestions about what the Commission or the Legislature could do to help address any of the problems you have identified?

On behalf of the Commission we thank you for your cooperation in responding to our inquiries.

c.c. Philip A Fitch Ed.D.
Executive Director